Test Edition

SECONDARY STAGE

English Book One

FOR CLASS IX



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UNIT 1.1 READING COMPREHENSION

Pre-Reading

1. Write on a piece of paper one quality that you think a good human being should have.
2. Fold the paper and keep it with you.
3. Form groups of six. All the students should put their slips on the table and mix them up.
4. Pick up one slip at a time and discuss why that quality is good and how it can make life better for an individual and for the society in which we live.

Reading Text

The Last Sermon of the Holy Prophet (S.A.W)

Our Holy Prophet Muhammad (S.A.W) is the last of the Prophets. Holy Prophet Muhammad (S.A.W) was born in 571 AD at Makkah Saudi Arabia, in a respected Quraish family. The Quraish used to worship idols and did not believe in one God. Prophet Muhammad (S.A.W), asked the Quraish not to worship their false gods. He told them that he was the Prophet of Allah and asked them to accept Islam and to worship the One and only true God. Most of them refused to accept Islam. They thought that he was against their gods and their ancestors . They opposed this new faith so much that the Prophet (S.A.W) had to ask the believers to migrate to Yathrib, a city 320 km (200 miles) north of Makkah.

But, with time, as many people started accepting his message and converting to Islam, the Quraish became more aggressive and started making attempts on his life. Hence, when Prophet Muhammad (S.A.W) got positive signals from Yathrib, he also decided to emigrate there. After eight days' journey, he reached the outskirts of Yathrib, on 28th June 622; but he did not enter the city directly. He stopped at a place called Quba', a place some miles from the main city, and built a mosque there.

On 2nd July 622, Prophet Muhammad (S.A.W) entered the city. This event is known as“Hijra”and marks the beginning of the Islamic calendar. Yathrib was soon renamed *Madinat un-Nabi* (literally "City of the Prophet"), but *un-Nabi* was soon dropped, and its name became "Madina", meaning "the city".

Note for Teachers: Divide the class into groups of six. Tell them that every one of them should write one good quality that they think a human being should have. Encourage them to ask you if they are not sure how to write what they want to write in English.

(*570 AD according to some historians)

UNIT 1.1 READING COMPREHENSION

At the time of arrival of Prophet Muhammad (S.A.W) in Madina, the city had four broad groups of people. There were the Muslims; including those who were from Madina and those who had emigrated from Makkah. Then, there were the hypocrites; that is those who embraced Islam in name only, but actually were against it. Additionally, there were the people from *Aws and Khazraj*, who were still pagans but were likely to accept Islam. Finally, there were the Jews, who were huge in number and formed an important community there.

In order to ensure that all these people lived peacefully with each other, Prophet Muhammad (S.A.W) invited the leading personalities of all the communities to discuss this matter. He wanted the different groups to reach a formal agreement for harmony among the communities and for the security of the city of Madina. He succeeded in drawing up the Constitution of Madina, also known as the Charter of Madina, through which a kind of understanding was developed among all the communities living in Madina. It mentioned the rights and duties of the Muslims and the Jews of Madina, gave freedom of religion, and prohibited any alliance with the outside enemies. It also declared that any dispute would be referred to Prophet Muhammad (S.A.W) for settlement. In later years, he unified the different Arab tribes under Islam, carried out social and religious reforms, and administrative developments that further consolidated the Islamic community in Madina.

In the year 10 A.H., Prophet Muhammad (S.A.W) undertook his farewell pilgrimage to Makkah. This farewell pilgrimage is one of the most significant historical events for the Muslims, for it was the first and last pilgrimage made by Prophet Muhammad (S.A.W), as well as an occasion when he taught Muslims how to perform the *Hajj*. Moreover, it was during this *Hajj,* that he delivered his last sermon in the *Uranah* valley of Mount Arafat, on the 9^{th} of Dhu al-Hijjah, 10 A.H. (6^{th} March 632). There were countless Muslims present with the Prophet (S.A.W) during his last pilgrimage when he delivered his last Sermon.

Delivering his last sermon, Prophet Muhammad (S.A.W) first of all praised and thanked Allah, and then said, "O people, lend me an attentive ear, for I know not whether, after this year, I shall ever be amongst you again. Therefore, listen to what I am saying to you very carefully and take these words to those who could not be present here today."

Then, amongst other things, he gave the following messages:

"O People! regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners. Hurt no one so that no one may hurt you."

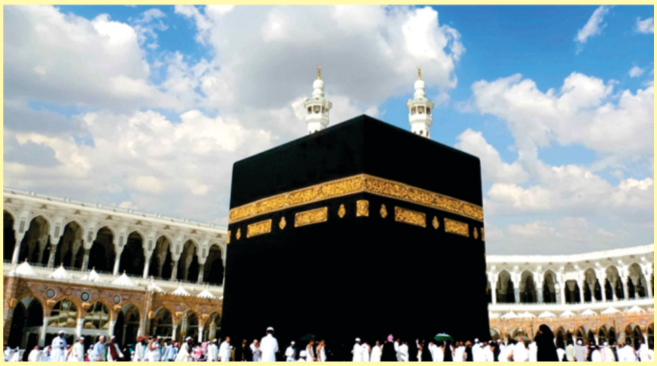
"Beware of Satan, for the safety of your religion. He has lost all hope that he will ever be able to lead you astray in big things, so beware of following him in small things."

"O People, it is true that you have certain rights with regard to your women, but they also have rights over you."

"All mankind is from Adam and Adam was created from dust. The noblest of you in Allah's sight is the most God-fearing. An Arab has no superiority over a non-Arab, nor does a non-Arab have any superiority over an Arab; a white has no superiority over a black, nor does a black have any superiority over a white, except by piety and good action. I, therefore, crush under my feet all the false claims to greatness and superiority founded on blood or wealth."

"Every Muslim is a brother to every Muslim and that the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly."

The Holy Prophet completed His last sermon by saying, "Be my witness, O God, that I have conveyed your message to your people."



The messages conveyed in this sermon are for all times. If the Muslims follow these messages, the result will be a fair and equitable society, in which there will be honesty and justice, and meritocracy will be the guiding principle.



UNIT 1.1 READING COMPREHENSION

While Reading

Exercise 1

Read the text and tick (√) the correct answer.

1. The text is about:
   a) The battles of Islam.
   b) The family of Prophet Muhammad (S.A.W).
   c) The migration and teachings of Prophet Muhammad (S.A.W).
   d) The last pilgrimage

2. Which of the following message is mentioned in the Last Sermon, as given in the text
   a) People should not hurt others.
   b) Both men and women have rights over each other.
   c) Muslims are a part of one brotherhood.
   d) All of the above.

Vocabulary

Exercise 2

Find the following words in the text and underline them.

ancestors	migrate	aggressive	hypocrites	pagans	harmony
prohibited	alliance	unified	consolidated	astray	
beware	superiority	piety	legitimate	equitable	
meritocracy	principle				

Next, work in pairs and try and guess what the words mean. Once you have guessed, check the meanings from the glossary given at the end of the book.

Exercise 3

Choose any ten words from the list above and use them in your own sentences. Write these sentences in your notebook.

Once you have finished writing, exchange your copy with your partner. Read each other's sentences and give feedback.

Note for Teachers: Ask the students to read the text and do the exercises. Tell them that they can refer to the text again and again; they don't have to memorize the text.

UNIT 1.1 READING COMPREHENSION

Exercise 4

Read the text and answer the following questions by circling the right answer.

1. How did the Quraish treat the Holy Prophet (S.A.W) They?
   a. favoured him.
   b. opposed him.
   c. loved him.
   d. criticized him.

2. When did the Holy Prophet (S.A.W) migrate to Madina?
   a. 620 A.D.
   b. 621 A.D.
   c. 622 A.D.
   d. 623 A.D.

3. When the Holy Prophet (S.A.W) settled in Madina, which of the following groups of people lived there?
   a. Muslims and Jews
   b. Muslims, pagans and Jews
   c. Muslims, pagans, hypocrites and Jews
   d. Muslims, hypocrites and Jews

4. Where did the Holy Prophet (S.A.W) deliver his last sermon?
   a. Quba mosque
   b. Uranah valley
   c. Jabal-e- Rehmat
   d. Hudebia

5. When did the Holy Prophet (S.A.W) perform his last Hajj?
   a. 06^{th} year of Hijra
   b. 08^{th} year of Hijra
   c. 10^{th} year of Hijra
   d. 12^{th} year of Hijra

Exercise 5

Read the text and find out whether the statements are right or wrong. Tick the appropriate column. One has been done for you as an example.

S.No.	Statements	Right	Wrong
1.	The mission of the Prophet (S.A.W) continued for 23 years.	✓	
2.	All the Quraish refused to accept Islam.		
3.	The City of Yathrib was less than 320 miles away from Makkah.		
4.	The Holy Prophet (S.A.W) decided to build a mosque at a place outside Yathrib before entering the city.		
5.	Today, Yathrib is called Madinat an-Nabi.		
6.	The people of Madina agreed that Prophet Muhammad (S.A.W) should settle their disputes.		
7.	The Holy Prophet (S.A.W) addressed such a large gathering of Muslims for the last time at Arafat.		
8.	Islam has different laws for the black and for the white people.		
9.	All human beings are children of Adam and Adam was created from dust.		
10.	Only the people who heard the last sermon were supposed to follow it.		

Post Reading

Exercise 6

The table on next page has messages from the Last Sermon of the Holy Prophet (S.A.W). The first part of the sentence is given in column A and the second part is given in column B, in a jumbled order. Read the text, match the part in column A with the correct part in column B and write the answer in column C. The first one has been done for you as an example.

UNIT 1.1 READING COMPREHENSION

After you have completed the exercise, compare your answers with your partner.

No.	Column A	Column B	C.
1.	Only those people were superior	a) to the people to whom they belong.	1 f
2.	All Muslims were tied to each other	b) that were based on blood and wealth were useless.	
3.	The only thing that made one person better than the other	c) you may get hurt in return.	
4.	No Muslim had a right to things belonging to other Muslims	d) have rights over each other.	
5.	Satan will try to misguide you in small matters	e) as a sacred trust.	
6.	Therefore, all claims to superiority	f) who led a righteous life.	
7.	Return all things kept with you in trust	g) in the bond of brotherhood.	
8.	Both men and women	h) so be careful.	
9.	If you will hurt others	i) unless they gave these of their own free will.	
10.	Consider the life and property of every Muslim	j) was the goodness with which they led their lives.	

Exercise 7

Work in pairs and complete the following statements. Write the complete sentences in your notebook.

1. Most of the Quraish refused to accept Islam because they thought that the Holy Prophet (S.A.W) was _____________.
2. The day the Prophet Muhammad entered Yathrib, marks the start of the _____________.
3. The Holy Prophet (S.A.W) invited the leaders of all the communities living in Madina to discuss _____________.

4. The three main points of the Charter of Madina were ____________.
5. In order to strengthen the position of the Muslims in Madina, the Holy Prophet (S.A.W) took three major steps, which were ____________.
6. The farewell pilgrimage of the Holy Prophet (S.A.W) is an important event for the Muslims because ____________.
7. The Holy Prophet (S.A.W) asked the people in the gathering to listen carefully as ____________.
8. The Muslims can ensure that all people get their fair share by ____________.

Exercise 8

Work in groups as divided by the teacher. Orally discuss and then prepare a chart on one of the following topics, as assigned by the teacher.

1. The principles that the Holy Prophet (S.A.W) followed after migrating to Madina so that Muslims and non-Muslims could live in peace and harmony.
2. The basic messages in the last sermon about the rights of other people and why it is important to respect them.
3. At least five teachings, as described in the Last Sermon of the Holy Prophet (S.A.W), that we should practice in our daily life in order to strengthen our society.
4. Some of the bad practices that we have adopted, which are against the teachings of the last sermon of the Holy Prophet (S.A.W), and how these are affecting our society.

Note for Teachers: Divide the class into groups of three to five students, depending on the size of the class. You should have at least four groups. Ask each group to call out a number from 1 to 4; i.e. after four groups have called out a number, the fifth group will again start from 1. Tell the groups to remember their number.

After all the groups have a number, tell them that all number 1 groups will prepare a chart ontopic i, all number 2 groups on topic 2 and so on. You can assigned this task as homework.

UNIT 1.2 LISTENING AND SPEAKING

Focus: ***Sharing information and ideas.***

Exercise 1

All students must listen to what others are saying and participate fully in the discussion.

Step: A

- Work in groups of 4-5, as instructed by the teacher.
- Discuss one of the topics from the list given below, as assigned by the teacher.
- Select two members from the group who should note all the points discussed.
- Make sure that everyone takes part in the discussion.

Topics

1. Some unfair means that students use in exams
2. Reasons for using unfair means in exams
3. Impact of using unfair means in exams on students' performance
4. Effect of using unfair means on the future of students

Step: B

- Prepare a presentation that your group will make.
- Compile all the ideas that the group discussed.
- Decide which member of the group will say what.
- Also decide the order in which all the members will speak.

Step: C

- At the end of their presentation, each group should ask the class to suggest any point that they might have missed.
- The note takers should note these points.
- Collect all the data and prepare a talk for giving in the assembly, to discourage use of unfair means during exams.

Note for Teachers: Divide the class into groups (4-5 students in each group). Distribute the topics amongst them. More than one group can be given the same topic. Ask each group to discuss their own topic and prepare an oral presentation.

UNIT 1.3 LANGUAGE PRACTICE

Rules of conditional sentences (Second Conditional)

You have learnt about type 1 conditional sentences in earlier classes. Here we will discuss and practise Type 2 conditional sentences.

Type 2 conditional sentences are often used for talking about imaginary or unreal situations. Here are some basic rules followed in the second conditional sentences:

- The verb in the clause with 'if' is in the simple past or past continuous tense
- The verb in the other clause uses the modal 'would' (in negative sentences 'wouldn't' is often used). Other modals that can also be used are 'could' and 'might' and their negative forms (couldn't, might not)
- The 'if' clause can come at the beginning or at the end
- The 'if' clause is separated from the main clause by a comma
- In a type 2 'if' clause, sometimes 'were' is used instead of 'was'

Examples

- If they drank sufficient water, they would have a healthy skin.
- If Sana was watching television, the lights would be on.
- I would go mad, if I received a billion rupees.
- If allowed, they could sleep the whole day.

Exercise 1

The following table has some second conditional sentences. The first part is in column A and the second in column B, but in a jumbled order. Find the correct match from column B and write the answer in the answer column. The first one has been done as an example.

No.	Column A	No.	Column B	Ans.
1.	If all people in Pakistan became honest	a.	if the students and teachers paid due attention.	1 g
2.	I could easily get an A grade in my exams	b.	if they had an updated map of the area.	
3.	If our driver did not drive so fast	c.	they could visit all their friends.	
4.	The tourists would not be lost	d.	we would not be in hospital right now.	
5.	If they had the time	e.	if she presented it well.	
6.	If money grew on trees	f.	if I worked really hard.	
7.	Our schools would produce capable leaders	g.	the country would progress very fast.	
8.	Her idea would be accepted	h.	everyone would be rich.	

UNIT 1.3 LANGUAGE PRACTICE

Once you have completed the exercise, discuss with your partner. Then write the complete sentences in your notebooks.

Exercise 2

Work in pairs and orally complete the following second conditional sentences by using the correct form of the verbs given in brackets. You may use other verbs, but make sure that you use the correct form.

Next, write the correct sentences in your notebooks. The first two sentences have been done as examples

- If we had a computer, ... (finish)
- If we had a computer, *we could finish this work quickly.*
- If we had a computer, *we could find some more information.*
- We might see a bear, ... (go)
- We might see a bear, *if we went further in the woods.*
- We might see a bear, *if we climbed on a tree.*

a) If she studied harder, ...(get)
b) If you grew multiple crops on your land, ...(earn)
c) People would fly, ...(have)
d) If I owned a camera, ...(take)
e) They might win the match, ... (work)
f) If Abdullah lived with his family, ...(save)
g) My family would move to the city, ...(allow)
h) She could become a good doctor, ... (get)

Exercise 3

Complete the following dialogue by using some or all of the words given below. You may use your own words or use these words any number of times. The first one has been done as an example. Do this exercise in your notebook.

want	have	come	fall	sick	join
swim	go	plan	be		

Zahid: We had to call off our picnic plan. First, we decided to go to the seaside but we could not do so.

UNIT 1.3 LANGUAGE PRACTICE

Qasim: Why?

Zahid: If we *went to the sea side*, Salim *would not come.*

Qasim: Why would Salim not come?

Zahid: If_______________, he _______________.

Qasim: You don't fall sick when you swim.

Zahid: Salim's heart is weak. He_______________, if he______________.

Qasim: You could have gone to the park.

Zahid: Tahir and Salman said that if we____________, they ___________.

Qasim: Then what?

Zahid: Someone suggested that we visit the museum. However, half the group objected and said that if we _________, they ___________.

Qasim: Why?

Zahid: They said that they ________ themselves, if we just __________.

Qasim: They were right. If you _______________ to have fun, then you _______________ that inside the museum.

Zahid: So, if we_____________ to please everyone, we _______________ on a place to go, hence, the plan was dropped.

Revision: Punctuation

Exercise 4

Work in pairs and correct the punctuation and capitalization in the following passage. Here are some tips on how to do it:

Step 1: Read each paragraph and identify where each sentence is getting completed. Mark that part. Read again to see whether it is a question or a statement. If it is a question, put a question mark, otherwise put a full stop.

Step 2: Read each sentence again to see where commas and apostrophes are needed.

Step 3: Check and put the capital letters where needed.

Step 4: Read the whole passage again to check for any errors.

Forming Habits

how long does it take to form a new habit i looked for an answer the same way most people do nowadays i asked google the answer i got was 21 days it seemed that if you repeat a behaviour everyday for 21 days you can form a brand-new habit then i asked can one change all types of behaviour in 21 days or just some types i was not able to find an answer all I could find out was that if it was exercise smoking writing a diary or turning cartwheels you could do it 21 days the important thing was to maintain a chain of 21 days without breaking it

one psychologist mr mohan decided to do some research to find out if all new habits could be formed in just 21 days about 100 people from the multan university participated in the research they were asked to choose a behaviour that they wanted to turn into a habit they all had to choose something they didnt already do that could be repeat every day what do you think the result was

the results showed that on average it took 66 days until a habit was formed however this does not mean that people werent able to form new habits in 21 days according to the study findings some habits could be formed in 21 days while some could take as long as 254 days so 21 days to form a habit is probably right as long as all you want to do is drink a glass of water after breakfast anything harder is likely to take longer to become a really strong habit and in the case of some activities much longer

Note for Teachers: Select a small paragraph from some other lesson in the textbook. Remove all punctuation marks and replace capital letters with small letters. Before asking students to do Exercise 5, write this paragraph that you have prepared on the board. Follow the more steps given and ask the students to do step 1, then 2, 3 and 4. This will help the whole class understand what needs to be done. After this, divide the class in pairs and ask them to do Exercise 5. When they have completed, combine two pairs and ask them to discuss their work.

UNIT 1.4 WRITING

Descriptive Essay

A descriptive essay describes a person, place or thing. It includes important details about the person, place or thing in such a manner that the readers can create a picture in their mind about the object being described.

PERSONS

General description, moving from general to specific

Detailed physical description of face, build, clothes, expressions, etc.

Personality traits e.g. habits, attitudes, behaviour, etc.

OBJECTS AND PLACES

Physical description and characteristics of an object/ place, moving from general to specific

Finer details of size, colour, shape, texture, structure, etc.

Atmosphere of a place/ qualities of an object

Use appropriate adjectives and adverbs for vivid effect

Write the details in an appropriate order

Exercise 1

First, individually, read the following essay, titled 'Deserts'. Notice how the introductory and concluding paragraphs are written. Also notice how the topic sentence and the other details are linked in each body paragraph.

Next, discuss the following aspects with your partner.

- Discuss the introductory paragraph. Is the thesis statement at the end of the paragraph given in one sentence or two sentences? The thesis statement should contain all the key ideas that are covered in the essay.

UNIT 1.4 WRITING

- Underline the topic sentence in each body paragraph.
- Discuss how each topic area is explained with facts, examples, ideas, opinions, etc.
- See how the closing paragraph is written; underline the signalling closing word or phrase used. Also discuss how the paragraph briefly brings together the central idea, all the supporting ideas. Underline the concluding statement does it give an idea, suggestion, recommendation, etc.

DESERTS

It is difficult to imagine what a desert looks like without having seen one. A desert is a vast plain of sands and stones, having some mountains and hills of various sizes and heights. They are usually without roads or shelters. Sometimes, deserts have springs of water, which create green, grassy spots, with a few trees. One of the most remarkable deserts of the world is the Sahara Desert.

Springs of water are usually few and far apart in deserts. Where such springs are there, an oasis is formed. An oasis is an area in the desert where there is water and where plants grow. It is a place where tired travellers and their animals quench their thirst and find a shady place to rest. Were it not for these small springs and shady places, no human being could cross the vast stretch of burning sand. To be thirsty in a desert, without water, exposed to the burning sun without shelter, is one of the greatest sufferings that a human being can be exposed to.

One of the most remarkable deserts in the world is the Sahara Desert. This desert is a vast plain, but is slightly above the sea level. It is covered with sand and gravel, with a mixture of sea shells, and looks like the basin of an evaporated sea. Amid the desert, there are springs of water and oases. There are thirty-two of these that contain fountains and date palms; twenty of them are inhabited. They serve as stopping places for the caravans.

To conclude, a desert has vast areas of just sand, with no trees or forests. The only places where a few trees and some grass can be found are the oases, where the tired and thirsty travellers can rest. Travelling in the desert used to be, and sometimes still is, very risky and lack of water can lead to suffering and death. However, modern technology, including satellite phones and advanced modes of transport, have greatly reduced the risks and sufferings.

Exercise 2

Now, work in pairs and write a descriptive essay of at least four paragraphs on one any of the following topics:

1. My village/ town/ city
2. A historical place
3. A scenic place
4. School playground

Here are the guidelines that you should follow:

a. Brainstorm for ideas
b. Select the ideas to be covered in the essay
c. Write an introductory paragraph with a clear thesis statement at the end of the paragraph. The thesis statement should contain all the key ideas that are to be covered.
d. Use a separate paragraph for each topic area.
e. Write a clear topic sentence for each key idea.

Note for Teachers: After the students have read the essay in Exercise 1, and have discussed it, have a whole class discussion, so that all the students understand how a descriptive essay is written, i.e. how the introductory, body and concluding paragraphs are written.

f. Include evidences (facts, quotations, etc,), examples (analogies, anecdotes etc.).

g. Add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), brief summary of the main points discussed in the essay, and a general concluding statement giving an idea, suggestion, recommendation, etc.

h. Follow grammar and punctuation rules.

i. Edit your work to see that you have covered points c – h, given above

Formal Letters

Exercise 3

First, individually read the following letters to the editor complaining about a problem/issue. Note the layout and the vocabulary, style and tone used.

(1)

August 19, 2018.
The Editor,
Daily Dawn,
Karachi.
Subject: Traffic Accidents
Dear Sir,
In Pakistan hundreds of people die every year in road accidents. The media and the government focus a lot on terrorism, although traffic accidents are more common than acts of terrorism.
The main reasons for accidents are: poor conditions of vehicles, violations of traffic rules, use of mobile phones while driving, underage children driving, bad road conditions, and dim or no street lights.
The government should take effective steps, like creating awareness among people through the media and training the traffic police, so that the number of accidents is reduced.
A Concerned Citizen.
Multan.

(2)

August 12, 2018.
The Editor,
Express Tribune,
Karachi.
Subject: Banning Plastic Bags

Dear Madam,

Plastic bags cause land destruction because plastic can turn good fertile land into barren land. This is because, according to scientists, plastic takes more than 500 years to break down in a landfill.

Moreover, scientists have also found that plastic bags can be a source of many deadly diseases such as cancer, birth defects, immune damage and asthma.

According to the Minister of climate change, more than 55 billion plastic shopping bags are being used in Pakistan and their use is going up every year by about 15%.

The government should conduct surveys to see how much damage is caused to the environment and people's health by plastic bags. Steps should then be taken to create awareness among the people about loss of fertile land for future generations and the health risks in using plastic bags. Moreover, laws should be passed to reduce the use of plastic bags to an essential minimum.

Munir Altaf
Turbat

Next, work with a partner and analyse these letters by discussing the following aspects:

a. To which newspaper's editor were these letters written?
b. Are these letters addressed to a man or woman?
c. What problem has been identified in letter 1 and in letter 2?
d. Which of these letters gives reasons for the problem?
e. Which of these letters gives suggestions?
f. Do we know who wrote both these letters?
g. Why is the name of one writer missing?

UNIT 1.4 WRITING

Exercise 4

Work in pairs and write a letter to the editor complaining about a problem / issue, of the letter given above.

Follow these steps:

a. Brainstorm for ideas
b. Select the ideas to be covered in the letter
c. Decide the name of the newspaper and the gender of the editor
d. State the problem in paragraph 1.
e. List the possible reasons for the problem in paragraph 2
f. Give ideas/ opinions/ suggestions to the concerned body in paragraph 3.
g. Use the appropriate format, layout, vocabulary, and tone.
h. Edit to check for points c – g stated above

UNIT 1.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Editing

Editing adds quality to your work. Edit everything that you write before you send/ give it to anyone, even if it is a two-line email. Editing helps you look critically at your work and it makes you think of the rules of language that you have learnt. If you are not sure whether something is right or wrong, check it from someone who knows, or from the internet, or even from your books.

Exercise 1

One of the students wrote a story and gave it to the teacher. The teacher underlined the parts where there were errors and returned it back to the student to correct it and then submit it again. The story is given below.

Work in pairs and read the story. It contains many types of errors, grammatical, punctuation, capitalization, spellings, wrong words and so on. Correct all the underlined errors, first orally and then rewrite the corrected story in your notebooks.

The Wise King

A rich man was on his death bed. He told <u>her</u> sons to dig the ground under his cot and share the buried wealth, after his <u>death, when</u> he <u>die</u>, the sons <u>starts</u> digging. <u>one</u> of them <u>find</u> a vessel full of jewels and <u>parls</u>, another a vessel full of gold and silver coins, the third one a <u>vasel</u> full of bones, and the <u>first</u> a vessel <u>full dust</u>. The last two <u>quarreled</u> with the first <u>three</u> and said that the riches <u>shuld</u> be shared equally amongst them<u>? the</u> first two did not <u>agree</u>

Finally, all four <u>decide</u> to put their case before the king. The king listened to their <u>storey</u> and decided that the on who got the jewels should <u>kept</u> them and the one <u>whose</u> got the coins should also keep them. The other two brothers felt very <u>said</u> when <u>the</u> heard this.

Then the king looked at the other two <u>daughters</u> and said that the one who had the vessel full of bones was to <u>be owner</u> of the cattle left by <u>her</u> father, and the one with the vessel that <u>has</u> dust was to get all the land owned by the rich <u>woman</u>.

Note for Teacher: Please note that the purpose of the study skills and fun sections, in all the limits is to develop certain skills that will help the students strengthen their English for various purposes. These sections should not be formally tested.

UNIT 1.5 STUDY SKILLS

This decision by the minister was liked all the brothers. They amazed at the kings wisdom. They was all satisfied and happy with the decision.

Exercise 2

The following story also has similar errors as the story in exercise 1. First, work individually, read the story, and try to find out the errors in this story. Underline the portion where the error is and write the correct form above it.

Once you have done this, work in groups of three, and discuss your work. After discussing make the necessary changes in your book. Finally, write the corrected story in your notebooks.

The Four Seasons

There was a man who had four son, he wanted his sons to learnt not to judge things too quickly. So he send them each one of them, one by one, to go and look at pear tree that was a greet distance away.

The first son went in winter, the second on spring, the third in summer and youngest son in autumn. When they had all go and come back, he called them together to describe what they had see. The first son said that the tree was ugly, bent, and twisted the second son said no if was covered with green buds and full of promise. The three son disagreed; he said it was laden with blossoms that smelled so sweet and look so beautiful, it was most graceful thing he had ever seen. The last son disagreed all of them; he said it was dropping with ripe fruit, full of life and fulfillment.

The man then explained to his son that they were all right, because they had each seen but only one season in the trees life. He tell them that you cannot judge a tree, or a person, by only one season or on the basis of knowing about only one aspect of his life. So, don't let the pain of one season destroy the joy of all the rest. Dont judge life by one difficult season or people on the basis of one bad example.

Note for Teachers: First, do both exercise 1 and 2 yourself. If you are not sure about something, check with your colleagues or someone with strong English skills. Exercise 2 has twenty errors in all; five each in the first and third paragraphs and ten in the second one. Tell the students that these exercises will help them acquire editing skills that they can use to improve the quality of their written work.

UNIT 1.6 FUN

Note: For having fun with language. Not to be formally assessed.

Travel brochure

Work in groups of four. Each group represents a travel agent. Your job is to prepare a travel brochure to attract people to visit a particular place. A brochure is a kind of pamphlet that gives brief information about a programme, place, activity, etc. The group that will develop the best brochure – colourful brochure with good, brief information – will be the winner.

Here is what you should do.

Step 1

- Think of a place that you want people to visit
- Brainstorm for ideas about
  - Why should people visit that place, what is nice and attractive about it
  - What will the people need to take with them when they travel to this place
  - What are the modes of travel they can use, i.e. train, bus, car, plane, etc.
  - What are some of the things that they must see, eat, buy, etc.
  - What are some important things to remember

Step 2

- Discuss and decide a name for your travel agency
- Think about what your brochure will look like, i.e. the shape of the brochure, how you would write the information, the pictures or drawings that you will use, etc.
- Decide who will do what; for example, who will collect the information/ pictures, who will write/ draw, etc.
- Start developing the brochure

Note for Teachers: Divide the class into groups of four. Take some brochures with you and show them to the class. Explain to them that a brochure is a kind of pamphlet that gives brief information about a programme, place, activity, etc.
Ask them to develop a brochure in their respective groups by following the guidelines that have been provided. Tell them that their brochures will be displayed in the class/ school. Also tell them that the group that develops the most colourful and informative brochure will be the winner.
You may ask the students to think and plan their brochure in class, divide the tasks amongst themselves, then work at home, and bring their brochure after a few days or a week.

UNIT 2 ROLE MODEL

What will I learn?

2.1 Reading

- Use pre-reading strategies to predict the content of a text by asking questions
- Infer themes and main ideas
- Scan for facts and opinions
- Deduce the meaning of difficult words from context
- Identify viewpoints/ ideas and issues
- Generate questions to understand text
- Respond orally and in writing to the following question types.
    - Interpretive
    - Inferential
    - Personal responses/ opinions

2.2 Listening and Speaking

- Ask and respond to questions of a social nature

2.3 Language Practice

- Illustrate use of selected functions of modal verbs (ability, permission)
- Recognize common suffixes, use that knowledge to determine the meanings of unfamiliar words

2.4 Writing

- Write a narrative essay of at least four paragraphs on a given topic, describing an event or incident, following the conventions of essay writing
- Use summary skills to write a summary of a simple passage

2.5 Study Skills

- Editing practice (continued).

2.6 Fun

- Recitation and visual presentation of a poem

UNIT 2.1 READING COMPREHENSION

Pre- Reading

Work in pairs and ask each other the following questions:

- Who is your favourite poet?
- Share some couplets that you like.
- Do you know the name of any famous Sufi poet of Sindh?

Reading text

Shah Abdul Latif Bhitai

Shah Abdul Latif Bhitai, who is lovingly called *Lal Latif* by his devotees, was a noted Sindhi Sufi scholar, mystic, saint, and poet. He is considered as the greatest Muslim poet of the Sindhi language. Information about the life of Bhitai has mostly been collected from oral traditions. A renowned Pakistani scholar, educationist, and writer of plays, dramas and stories, Mirza Kalich Beg, is said to have collected details about the early life of Shah Bhitai from some of the old people living at that time. These people had heard these facts from their fathers and grandfathers, some of whom had seen Shah Latif in person and had even spoken to him.

As a *Sufi* poet, Latif's '*Urs*' is held at his shrine every year, on *14th Safar*, the second month of the Muslim calendar. Thousands of people gather and listen to the saint's songs sung on the *'Tambooro'*. Many learned men read papers that tell about Latif's life and his poetry. Some of the key aspects shared by different scholars about *Lal Latif* are given below:

1. Background and Family

Shah Latif's ancestral roots lay in Afghanistan. Some historians say that the Shah's father, Syed Habib Shah, migrated from Matyaru, his ancestral home in Afghanistan, to Bhainpur in Sindh, in order to gain spiritual contact with Bilawal, a local pious man. Others say that his ancestors migrated to Sindh from Hirat. Sindh was then a centre of Muslim culture and Shah Latif's ancestors liked it so much that they decided to make it their home.

2. The Name Bhitai

In 1742, Shah Latif left his home and went to live on a mound at some distance from his village. A mound of sand is called *'Bhit'* in Sindhi. Due to the fact that he lived on this mound for the rest of his life, Shah Latif came to be known as 'the *Saint of Bhit'.* To this day, he is famous all over the country as Shah Abdul Latif Bhitai or Shah Latif of the Mound.

3. Early Life and Education

Shah Bhitai was born in 1689 A.D / 14th Safar 1102 A.H., in a small village called 'Hala Haveli', a few miles to the east of the present town of Bhit Shah. Latif was raised during the golden age of Sindhi culture. His first teacher was Akhund Noor Muhammad Bhatti, but mainly he was self-educated.

Although he received little formal education, the Risalo provides proof that he knew Arabic and Persian quite well. Various references in *Shah Jo Risalo* indicate that he had in-depth knowledge of the Holy Qur'an and the Hadiths. His poetic collections included the *Masnavi* of Moulana Jalaluddin Rumi and Shah Karim's poems.

4. Youth

Young Latif had a very sensitive mind. While he was only a boy, he started composing poetry. His admiration for the beauty of nature filled his heart with the love of God. In 1713 the Sufi poet married with Bibi Saidha Begum. His wife died at an early age, before she could have any children. However, Shah never married again. His heart turned more and more towards religion and devotion and he felt restless; he found it difficult to live a normal domestic life.

5. Spiritual Growth

Latif's love of God grew more and more, to the extent that he found pleasure only in devotion. As a result, he spent most of his time in prayers and deep thinking. His spiritual power grew stronger with prayers and devotion, so much so that people began to be attracted towards him. Anyone who came to him was strongly impressed by his gentle ways, and his followers increased day by day.

Close to the mound on which *Lal Latif* came to live is a natural lake. His poetic nature loved the calm atmosphere. He would spend much of his time sitting on the bank of this lake. As he sat there, he prayed to God and sometimes composed verses in His praise.

6. Death and Remembrance

Lal Latif died in 1752, on the mound where he had lived. He was buried on the same mound. It is said that one day he ordered the musicians to play music. They played continuously for three days. When they stopped playing, they found the poet dead. A famous king of Sindh, Ghulam Shah Kalhoro, was so devoted to him that he built a grand mausoleum over his grave. The lovely white dome of the shrine represents the purity and dignity of Latif.

His devotees collected his poetry and this collection is called the "Risalo of Shah Abdul Latif." Every year the devotees celebrate his Urs, which commences on 14^{th} Safar and lasts for three days.



7. Shah Latif's Poetry

Shah Abdul Latif was a sensitive, gentle and kind soul. He was a Sufi in the true sense of the word. The word 'latif' literally means fine, delicate, tender, elegant, and light. This meaning is truly reflected in both his poetry and his personality. Moreover, he was a poet of the people, so he wrote in the language of the common man. In his poems he writes mainly about Sindh and its neighbouring regions. However, he also mentions distant cities, such as Istanbul and Samarqand, and also talks about Sindhi sailors (Samundi), their navigation techniques, and their voyages as far as the Malabar coast, Sri Lanka and the island of Java. Here is the translation of one such verse:

> *Clouds return and once again, it rains. Lightning flashes from all sides, and with it, some go to Istanbul, others turn to the west. Some shine bright over China and others take care of Samarqand. Some wander to Rome, to Kabul and Kandahar, some lie on Delhi, Deccan, thundering over... My beloved Allah, may you always make Sindh, a land of abundance, my beloved Allah, may you make prosperous the whole universe. (Shah Abdul Latif Bhitai, Sur Sarang, Shah Jo Risalo).*

His collected poems have been compiled in Shah Jo Risalo, which has been translated into English, Urdu, and other languages. His spiritual and mystic poetry carries a message of love, which makes it universal and acceptable to the entire human race. Shah Abdul Latif Bhitai is, and always will be, remembered for his great poetry with love and reverence.

UNIT 2.1 READING COMPREHENSION

While Reading

Exercise 1

a) How many aspects of Shah Abdul Latif's life have been covered in the text?
b) List all these aspects in your notebook as shown below.

The first aspect is about his Background and Family.

The second aspect ....

The third ....

Vocabulary

Exercise 2

The words given in bold below have been taken from the text. Look up these words in the text and underline them.

Next, do the following exercise. Underline the correct answers from the choices provided. The first one has been done as an example.

1. Those who have an **abundance** of wealth have
   (a) little wealth (b) <u>a lot of wealth</u> (c) some wealth

2. My family's **ancestral roots** are in Sindh, means my parents, grandparents and great grandparents have lived in Sindh since
   (a) my grandparents got married (b) my birth
   (c) many generations

3. The new academic year **commences** in our school in April.
   (a) ends (b) progresses (c) begins

4. The **devotees** of some saints walk to shrines barefoot.
   (a) children (b) followers (c) caretakers

Note for Teachers: Explain to the students that more than one option may seem correct in Exercise 2; however, only one option is correct as the meaning of the word given in bold.

5. Many people go to a **mystic** to ask for the fulfilment of their wishes.

   (a) person who lives alone (b) new person
   (c) person with spiritual power

6. The sailors of Sindh used to travel to far off lands as they had good **navigation** skills.

   (a) ship directing (b) engineering (c) swimming

7. For centuries, the main medium for transfer of information was **oral traditions**.

   (a) horses (b) passing of information by word of mouth

   (c) messages

8. My brother is a **restless** person, always looking for new things to do.

   (a) genius (b) different (c) change seeking

9. Truly great persons deserve **reverence** as they play a positive role in our lives.

   (a) richness and wealth (b) leadership positions

   (c) respect and admiration

10. Islam's message of peace is **universal**, as without it there can be no happiness.

    (a) good (b) applicable to all the people in the world (c) acceptable

After you have completed, work with a partner and check the meanings of the words in bold from the glossary. This will help you check whether you have the right answers.

UNIT 2.1 READING COMPREHENSION

Exercise 3

Work in pairs and complete the sentences below with a word written in bold in Exercise 2. You can use one word only once. Write the complete sentences in your notebook.

1. The ______ of Shah Bhitai celebrate his *Urs* every year.
2. My mother and I decided to go to a ______ to ask him to pray for my father's health.
3. It is a ______ fact that no living thing can survive without oxygen.
4. Much of what we know about our culture has been passed on to us through ______.
5. We may have different ______ but we are all the off springs of Adam.
6. Fasting ______ on the first day of Ramadan.
7. Pakistan has everything in ______ but we need strong policies to make good use of everything that we have.
8. Nelson Mandela won his people's _________ for his long struggle for the rights of people in South Asia.
9. The art of ______ requires hard work and one needs to practise a lot to write beautifully.
10. The Pakistan Navy has very good ______ skills.

UNIT 2.1 READING COMPREHENSION

Exercise 4

The reading text has seven aspects that relate to Shah Latif.

The following sentences state one key point covered under each aspect. However, these sentences are in a jumbled up order. Read the text and write the aspect number in the blanks provided. The last one has been done for you as an example.

a) He found pleasure in praying, thinking and devotion. ___

b) He was married for a short period of time only. ___

c) Shah Latif's forefather migrated to Sindh from Afghanistan. ___

d) A shrine was built over his grave sometime after his death. ___

e) His poetry is mainly about Sindh but off places are also mentioned. ___

f) He loved studying and had a command over other languages. ___

g) He is called Bhitai because he spent a good past of his life on a mound. 2

Exercise 5

Read the text and find the following information. Write down these things in your notebook. After you have completed, discuss your answers with your partner.

1. Two things done at the time of '*Urs*', as mentioned in the text.
2. Two possible reasons why his ancestors migrated to Sindh.
3. Two other languages that he knew quite well.
4. Two main religious sources that he had knowledge about.
5. Two poets whose works were a part of his collection.
6. Two skills for which he is known.
7. Two places in Afghanistan mentioned in his poetry.
8. Two places in India mentioned in his poetry.
9. Two languages mentioned in which the *'Risalo'* has been translated.

Exercise 6

a) How was information about Shah Latif's early life collected. Why was it collected in this manner?

b) Why is Shah Latif called the 'Saint of Bhit'?

c) Why did Shah Latif not marry again after his wife died?

d) Why did people become Shah Latif's followers?

e) What does Shah Latif's poetry and work tell us about his knowledge and skills?

f) Name the places in the text mentioned in Shah Latif's poetry. Why do you think these places have been mentioned by him?

g) Why is Shah Latif's key message in his verses acceptable to everyone?

h) Can we put his message into practice in today's world. If 'Yes' how, if 'No' why not?

Exercise 7

Work in groups of six and prepare questions for conducting an interview of scholars who have studied Shah Abdul Latif Bhitai, his life and his poetry.

Next, prepare a role play in which one member of the group becomes an anchor person while the remaining members become scholars in a TV talk show.

Note for Teachers: Divide the students in groups of six. Tell them that they have to prepare 10 questions for a role play, based on Shah Latif's life.
Once the questions are finalized, they should decide who will be the anchor person; the remaining five will be the panellists. The anchor person will ask each panellist two questions, therefore, the group should decide which questions will be answered by each one. The anchor person should note down the names accordingly. They should then discuss the possible answers.
Finally, they should practise the role play, as each group will be asked to come up and deliver it in front of the class.

UNIT 2.2 LISTENING AND SPEAKING

Focus: ***Asking and answering questions of a social nature.***

Exercise 1

Work in groups of six. First, read the following questions silently.

1. What are some of the harmful things that people eat, drink or smoke?
2. How does the use of these harmful things affect their physical health?
3. How does their use affect their relationships with their friends and other people?
4. How does their use affect their family life?
5. How does the cost of these things affect a person's life style?

Now, write down the questions in your notebook. Leave two lines after each question so that you can write the answers later, when you ask these questions.

Each one of you should ask all the other group members one question each and note down their answers in your notebook.

Here are some key words/ phrases that you can use while asking questions. Use the actual names of the students instead of the names used here. Use the questions given above.

1. Shahina, ***what do you think,*** what are some of the harmful things that people eat, drink or smoke?
2. Farah, ***in your opinion,*** how does the use of these harmful things affect ....?
3. Gulnar, ***according to you,*** how does their use affect their relationships ....?
4. Tahira, ***what do you say,*** how does ....?
5. Mahira, ***can you tell me,*** ....?

Exercise 2

After all the students in your group have asked all the questions, select one answer for each one of the questions that you would like to share with the class. Decide who will go and present each answer on behalf of the group.

Note for Teachers: Tell students to use the names of the students in their group instead of the names given. Ask one student who will not be giving an answer, to come up and ask one question. Ask one student from each group to come up and share one response with the rest of the class. Repeat this process for all five questions.

UNIT 2.3 LANGUAGE PRACTICE

Using Modals for Ability

The modal verbs are ***can***, ***could***, ***may***, ***might***, ***shall***, ***should***, ***will*** and ***would***. Modals are used for different language functions; like talking about ability, asking permission, making requests, giving suggestions, etc. Here, we will learn about using the modals *can, could, may* for ability and permission.

Ability

We use ***can*** to talk about someone's skill or general abilities at a given time in the **present** or **future**:

He **can swim** like a fish.
They **can't speak** Punjabi very well.
You **can** get good marks in the exams.

We use ***could*** to talk about **past** time:

She **could speak** several languages.
They **couldn't write** very well.

Exercise 1

Fill in the blanks with the positive or negative form of suitable modal verbs: *can/ could*.

a) I _________ swim when I was a child but I _________ swim now.
b) My brother _________ run fast when he was five years old but he _________ run fast now.
c) They _________ come early but they _________ find a bus earlier.
d) Nowadays, Sana _________ speak English fluently but she _________ speak so well a year ago.
e) Sameer _________ speak several languages when he was young but now he _________ speak only English fluently.
f) Little Shahzain _________ crawl but he still _________ walk.
g) Sara _________ embroider and stitch clothes but her sister _________.
h) We _________ play after completing our homework but we _________ play before that.

UNIT 2.3 LANGUAGE PRACTICE

Exercise 2

Write about your abilities/ inabilities in the following blanks. You should share what you were/were not able to do when you were younger, what you can do now and what you will be able to do when you grow up.

You may use sentences like:

When I was younger/ When I was nine years old

I could __________

But, I couldn't __________

Now, I can __________

However, I can't __________

When I grow up, I can __________

I can ride a bicycle.

I could ride a bicycle when I was five years old.

I can become a famous doctor.

Now ask two of your class mates what they could/ couldn't do when they were younger, what they can/ can't do now and what they think they can do in the future. Follow the same pattern as you did for yourself and write their responses in your notebook.

Ask your classmate:
"What could you do when ....?"
"What couldn't you do when ....?"
"What can you do now?"
"What can't you do now?"
"What can you do in the future?"

Note for Teachers: Discuss the use of the modals 'can/ can't' to express ability/ inability to do something at the present time or at some time in the future. Also discuss the use of the modals 'could/ couldn't' to express ability/ inability to do something at some point in the past. Use the examples given and some additional examples to explain the point. You can even ask the students to give you examples.

UNIT 2.3 LANGUAGE PRACTICE

Permission

We also use ***can*** to ask for permission to do something:

Can I borrow your pencil, please?
Can we go home now?

The use of ***could*** is more formal and **polite** than *can*:

Could I borrow your pencil, please?
Could we go home now?

Another **more formal** and polite way of asking for permission is with the use of ***may***:

May I borrow your pencil, please?
May we go home now?

We use ***can*** to **give** permission:

You **can** go home now if you like.
You **can** borrow my pencil if you like.

We can also use ***may*** as a **more formal** and polite way of **giving** permission:

You may **go** home now, if you like.

Exercise 3

Work in groups of six; three of you should complete Dialogue **A** given below, while three should complete Dialogue **B**. Add at least 10 lines in both the dialogue. You can change the names or add more names.

Dialogue A: Using *can/ could* for ability

Zahra Can you speak Chinese, Najma?
Najma No, but I can speak Persian.
Zahra Wow! What about you Farah?
Farah I can't .... but I can ....

Note for Teachers: Ask some of the students to come up and share the information about themselves and their friends with the class.

UNIT 2.3 LANGUAGE PRACTICE

Dialogue B: Using *can/ could/ may* for permission

Areeb I have completed my work. Can I play now?

Mother Yes, you can, but come back soon.

Areeb May I take my new ....?

Mother ....

Bilal ....

Suffixes

We sometimes add a pair or group of alphabets at the end of a word to add something to the meaning of a word. These are called suffixes. We can use suffixes to make many new words, including nouns.

Examples: agree+***ment*** = agreement postpone+***ment*** = postponement

willing+***ness*** = willingness frank+***ness*** = frankness

arrive+***al*** = arrival profession+***al*** = professional

Exercise 4

A. Fill the blanks in the following exercise with nouns formed by using the suffix 'ment' with the appropriate given words. One has been done as an example.

employ treat manage pay retire judge

1. As soon as the *judgement* was given, the reporters left the court room.
2. Zaman is back to work after his ___________.
3. The workers receive their weekly ___________ every Friday.
4. My son is looking for ___________ as he lost his job last week.
5. After his ___________ at the age of sixty he has decided to write a book.
6. The ___________ of the school announced their new admission policy yesterday.

B. Fill the blanks in the following exercise by using the suffix 'ness' with the appropriate given words.

ill bold neat kind soft

1. Her ___________ has made her weak.
2. I love the ___________ of our new sofa set.
3. Our neighbour's son, who is a soldier, fought the enemy with ___________.
4. The principal of our school treats everyone with ___________.
5. My mother taught us ___________ in all our work.

C. Fill the blanks in the following exercise by using the suffix 'al' with the appropriate given words.

sign survive approve propose remove

1. The___________ of the green turtle is in danger on the Karachi beaches.
2. Our ___________ for setting up a dispensary was accepted by the minister.
3. The ___________ of garbage is the responsibility of the government.
4. The train moved out of the station as soon as the guard gave the ___________.
5. I needed my parents'___________ for going to friend's wedding.

UNIT 2.4 WRITING

Narrative Essays

A narrative essay is focused on telling a story. It includes important details about the incident. When writing a narrative essay, include details about:

- When and where the event /- incident took place
- What happened, include significant details
- What is its significance at the personal, societal, country level

Here are some tips that can help you write a good narrative essay.

Choose a story that is about the topic or theme that you have been assigned or you have chosen.

Make an outline of the plot before you begin – this will help you put your story in order.

Describe the important characters such that people can see them.

Describe the setting in a manner that the readers feel that they are seeing the scene.

Usually, the third person, i.e. he, she, it , is used along with common and proper nouns (boy, Salim).

Make sure your theme is clearly illustrated in the story.

In narrative essays, it is important to keep the readers' interest/ attention.

Your narrative essays should leave the reader with something to think about.

Note for Teachers: Explain the rules of writing a narrative essay. The points given in the boxes can help you.

UNIT 2.4 WRITING

Exercise 1

Individually, read the story given below:

Two Brothers

Tanveer and Junaid were twin brothers. They both looked exactly alike but, in personality, they were quite different in nature. Junaid always thought carefully before doing anything while Tanveer did things without thinking. Their father thought of a plan to make Tanveer realize that he should think before doing things.

One day, he called the two brothers and told them that he had saved enough money to buy one of them a bicycle. Since he had money only for one bicycle, he had decided to set up a competition. The one who would win the competition would get the bicycle. The competition was that both of them should set out right after the morning prayers and walk a distance – as much as each one could – and return by sunset. The one who would manage to complete the task would get the prize. Both the twins readily agreed.

Next morning, both the brothers set off. As usual, Tanveer sprinted off in order to cover a greater distance and win the prize. But Junaid held back and thought about what he should do before setting off.

Tanveer ran far ahead, to the end of the town and further, because he wanted the prize. Junaid, on the other hand, walked until midday and turned around to return home. When Tanveer felt that he had run far enough and Junaid would never be able to catch up with him, he turned around to return home. Unfortunately, because he had been running so fast, Tanveer was very tired, so the return was slower. When he finally returned home, long after sunset, he found that Junaid was already home.

Tanveer demanded his prize for running very far but his father pointed out that he hadn't returned within the time he was supposed to be back, therefore, the prize would be given to Junaid because he had completed the task according to instructions.

After you have read the story, work in pairs and orally discuss the following questions. The discussion will prepare you for the writing task that follows.

a) Why was the twins' father worried?
b) What did he decide to do?
c) Who won the competition? Why did he win?
d) Who lost the competition? Why did he lose?
e) What lesson do you think Tanveer learnt?

Exercise 2

Imagine that you are Tanveer's teacher. You wanted him to win but he was not successful. What do you think he should do / not to do?

Write a narrative essay keeping the following points in mind:

- Explain the reason for the competition.
- State what he did and why.
- Describe what his brother did.
- Explain who won the competition and why.
- Identify the mistakes that Tanveer made.
- Express your regret and explain how you would like him to change.

Exercise 3

Work in groups of three. Think of one story related to you or someone you know quite well. Share your stories with each other.

Select one of the stories for writing a narrative account. Then, follow the steps given below to write a narrative essay.

- Brainstorm
- Select a topic for the essay, based on the story selected.
- Decide why you want to tell that story.
- Select the points/ ideas that you want to include.
- Prepare an outline of the story; be clear about the order in which you plan to tell the story and how you want to conclude it.

UNIT 2.4 WRITING

- Write the introductory paragraph, giving the background and purpose
- Narrate the incident.
- Relate the incident to the purpose.
- Write the concluding paragraph.
- Edit your work for organization of ideas, correctness of grammar and punctuation, and appropriate introductory and concluding paragraphs.

Summary Writing

A summary gives brief information about a topic. Here are some basic rules to follow when writing a summary of a given passage:

Do's

Include all the main ideas.
Select points from all the paragraphs.
Limit your summary by not including all the details.
Use simple, short sentences
Link sections/ points with appropriate linking words.

Don'ts

Do not reproduce sentences from the original text.
Do not repeat any point/ idea.
Do not introduce new ideas.
Do not criticise.
Do not change anything given in the original text.
Do not give own opinion.

Note for Teachers: Divide the students into groups of three. Tell them that each one should think of a story to share. They should all share their stories and then pick one of the stories for writing their narrative essay.

After selecting the story they should write a narrative essay, by following the steps given in the exercise. Remind students to use the appropriate transitional devices (however, therefore. etc.)

UNIT 2.4 WRITING

Exercise 4

Work in pairs. Read the following passage and underline the main ideas/ words in each paragraph; do not include any details. The first paragraph has been done as an example.

Moen-jo-Daro or the 'Mound of the Dead' is one of the oldest cities in the world. Few people live there today, but 4,500 years ago, it was a large, busy city. It is in the province of Sindh, at a distance of 27 kilometres from Larkana, on the right bank of the Indus River. It was one of the early urban settlements in the world. The city was built around 2600 BC. It was one of the largest city-settlements of the Indus Valley Civilization of south Asia. The Indus Valley Civilization developed around 3000 BC, from the prehistoric Indus culture. At its height, the Indus Civilization spanned much of what is now Pakistan and North India.

Nobody knew anything about Moen-jo-Daro until 1922, when some villagers found pieces of old smooth pots and old bricks at the place where the city was discovered. These pieces of old pots and bricks were brought to Sir John Marshall, an English civil servant, whose work it was to look after historical remains. When he looked at them, he at once knew that they were pieces of very old pots. He decided that the area should be dug up as there might be remains of an old city.

So, the men started digging and as they dug, more and more such pieces came up, till there appeared, bit by bit, a city of straight roads, and well-built houses. When the people saw all this coming up, from what they had so far taken to be only mounds of clay and sand, they were very surprised and excited. Each house was made of large baked bricks and had a bathroom and servant quarters closed by. Covered drains ran beside the streets. Even the streets were made of baked bricks. There was a wide road in the middle of which had shops on both sides. This road continued on to the houses of the workmen.

UNIT 2.4 WRITING

The people of this city must have been great traders, with the river Indus so near and the sea within easy reach. The country side must have been fertile since wheat, rice and cotton grew there. The farmers also kept cattle. There were skilled craftsmen who made things from gold, silver and ivory. Clay dolls and carts were made for the children to play with.

For a long time, these people lived a happy life. They were quite rich and travelled from place to place on business or for pleasure. Their city was well-planned and clean. The rain water did not remain on the streets. We do not know what happened to them. Either they were raided from the north or some great earthquake destroyed them.

Exercise 5

Work in pairs. Use the underlined key words and write a summary of the above passage. Look at the Do's and Don'ts given in the boxes above.

You may begin like this:

Moen-jo-Daro, in Sindh, was one of the largest cities of the Indus Valley Civilization. This civilization developed around 3000 BC, in areas that today form Pakistan and North India. Moen-jo-Daro, one of the oldest cities in the world, was built around 2600 BC.

After you have written the summary, exchange your work with another pair. Read each others' work and give feedback, stating what is good and what needs to be changed.

Note for Teachers: Discuss with the students what they know about summary writing. Then discuss the Do's and Don'ts given in the boxes above. Also discuss the portions underlined in paragraph one and how they are used to write the initial part of the summary.

After this, divide the students into pairs. Also tell them which pairs will exchange their work with each other after writing the summary.

UNIT 2.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Editing Practice (Continued)

There are many types of activities that can help sharpen our editing skills. One such activity is the C-test. In this activity incomplete words have to be completed by using the context for clues to guess what the word might be.

Exercise 1

The following passage is about 'The Duties of a Good Citizen'. Beginning from the second word of the second sentence half or sometimes half plus one extra letters have been removed from every second word. Work in pairs and first orally complete all the words. Once you have done so, write the complete passage in your notebook.

The Duties of a Good Citizen

If we just think for a minute, about the things and services we use in one day, we shall realize how much we owe to society. The mil___ brings mi___ for u___; t___ baker ba___ the br___; the pri___ prints o___ books; t___ driver dri___ the b___ in wh___ we g___ to sch___ or t___ place o___ work. T___ teacher tea___ the pup___ at sch___, the doc___ treats t___ sick a___ the shopk___ sells arti___ of da___ use. T___ traffic pol___ regulate t___ traffic s___ that w___ may tra___ without a___ fear o___ accident.

W___ must re___ society f___ all th___ gifts. I___ a mil___ mixes wa___ in t___ milk, h___ can h___ expect ot___ members o___ society t___ treat h___ fairly? I___ a shopk___ gives sh___ measure o___ sells sub-st______ goods,

h___ must b___ prepared t___ get t___ same ki___ of trea___ from oth___. If w___ ignore tra___ rules, w___ not on___ endanger t___ lives o___ others b___ our o___ as we___.

UNIT 2.5 STUDY SKILLS

Ma___ benefits w___ enjoy a___ provided b___ our o___ country a___ society. I___ is, ther___, our du___ to b___ loyal a___ patriotic t___ Pakistan. W___ should p___ our ta___ promptly, fu___ and hone___, so th___ we m___ continue t___ enjoy a___ social bene____.

Is___ lays gr___ stress o___ our dut___ as citi___. The Ho___ Prophet (pe___ be up___ him) on___ said, "God lays so much stress on the rights of our neighbours that I almost thought they would get the right of inheritance in our property". In short, we cannot be good Muslims without being good and dutiful citizens.

Exercise 2

You are the editor of your school magazine. Work in pairs to edit the following passage for the school magazine.

Students have mainly three basic duties. They must obey their parents, teachers and elders. Students must help there parent in simple home chores. they must not became unresponsive to parents or teachers.

Students must fellow the standard discipline. They must establish a routine with studying. They learn and practice good manners and habits. They must focus on their studies. Regular reading should be a part of their daily routine and this reading habit makes them more intelligent and knowledgeable and moreover, it also improves their overall languach skills and vocabulary. Besides study they must exercise daily. They avoid watching too much TV. They must be polite and respectful towords every one. They must eat healthy food and avoid eating good that is unhealthy.

Note for teachers: Before asking the students to do Exercise 1, explain to them how the exercise is to be done. Tell them that if a word has an even number of letters, i.e. 4, 6, 8, etc., then half the letters would be missing in that word. However, if the word has an odd number of letters, i.e. 3,5,7,etc.,then half the number plus one more letter would be missing. For example, the word ‘tailor’ will be written as tai___ and the word ‘would’ will be written as wo___.
Also tell the students to read the whole sentence as this would give them an idea of the context and will make it easier for them to guess the word.

UNIT 2.6 FUN

Note: For having fun with language. Not to be formally assessed.

Recitation and Visual Presentation of a Poem

Exercise 1

Here is one of Shah Latif's poems, translated by Elsa Kazi. Work in groups of four and recite it. Each group should read one verse only.

RAIN

The rain pours on the desert sands
On hills and vales around;
At early dawn we rise to hear,
The churns soft, humming sound-

The hands are full of butter, wives
With merriment abound-
Each buffalo for milking brought;
Athwart the grassy ground;
In thatches here we never found
Mistress and mind so glad!

Season's Orchestra's in full swing,
Fresh showers ease the mind;
On mountain-side so green with grass;
Cattle abundance find;
Gay herdsmen's wives about their necks
Of blossoms garlands wind;

Cucumbers, mushrooms, vegetables
Food of every kind;
Lord! Days of dearth let lie behind,
Ne'er let them reach the earth.

Exercise 2

Continue working in the same groups of four and draw the scene described in the verse that you recited, on a chart paper. Colour or paint the picture. Write the verse in beautiful and fancy writing on the chart.

All the charts will be displayed in the class and the group with the best drawing will be the winner.

UNIT 3 EDUCATION AND CAREERS

What will I learn?

3.1 Reading

- Use pre-reading strategies to predict the content of a text from the title/ key words, by using prior knowledge, asking questions and using contextual clues
- Skim Text to have a general idea of the text
- Scan for facts and opinion
- Deduce the meaning of difficult words from context
- Differentiate between what is clearly stated and what is implied
- Make simple inferences using the context of the text
- Relate what is read to own feelings and experiences

3.2 Listening and Speaking

- Express emotions and wishes

3.3 Language Practice

- Make and convert affirmative, negative, and interrogative sentences
- Revise the rules for the use of *a, an* and *the*, wherever applicable in speech and in writing

3.4 Writing

- Compare various informal emails to note differences of conventions, vocabulary, style, and tone.
- Write an informal email to a friend/ class fellow asking/ requesting for something that you need.
- Write a compare and contrast essay of at least four paragraphs, on a given topic, showing comparison and contrast between things, events, situations, places, actions, ideas or problems.

3.5 Study Skills

- Analyse information and interpret situations in visual apparatus, such as bar/ line graphs, describing complex processes and procedures and relations, such as comparison and contrast, etc.

3.6 Fun

- Developing a newspaper based on information gathered through a questionnaire on unhealthy habits.

UNIT 3.1 READING COMPREHENSION

Pre-reading

Think of five professions that you think are interesting and write them down in the table given below. Give reasons why you think they are interesting. These may not necessarily be the professions that you might choose to follow.

Interesting Professions	Why are they interesting?

Now, work in groups of three and tell each other which professions you think are interesting and why.

The title of the text is **Chasing Dreams.** A brother and a sister in the story had a dream of becoming something; guess what they wanted to become.

Now, read the text and find out what their dreams were and whether these were fulfilled.

Reading Text

Chasing Dreams

Jameel entered the courtyard in front of the shabby, mud house, walked lazily and collapsed on the *charpoy* in the middle of the yard, under the cool moonlit sky. Looking at Jameel, his father kept his cup of tea on the table and dragged his *charpoy* close to him and asked, "What's the matter, son? You seem upset."

Note for Teachers: Ask the students to guess what the dreams of the brother and sister were; did they both have similar dreams or different ones? Were their dreams fulfilled?

After asking these questions, tell the students to read the text and find out.

"No, father, everything is fine."

"You don't seem ok. Let's have dinner then we will talk about it."

Jameel's mother and Aunt Sadori, an old family friend, came out of the kitchen with a tray of food and a jug full of water. His sister, Sara, and brother, Khalid, picked the table and brought it close to their charpoy. Everybody sat around the table and started eating. Jameel did not move. His father asked him to get up and have dinner. Reluctantly, he got up and started eating. Everybody noticed that Jameel was upset. They cast sidelong looks at him while eating but did not say anything.

As soon as they had finished eating and the dishes had been taken away to the kitchen, his mother asked, "Has your result been announced, Jameel? What grade did you get?"

In a sad tone he informed everyone that he had achieved a good grade.

"So, why are you sad? Has Sara passed?" asked his father.

"Yes. In fact, Sara has got more marks than me."

"Why didn't you tell me before? I was so worried," Sara complained.

"Sorry, Sara, I was preoccupied with my own thoughts about the future. You see, you don't have to worry about your career the same way that I do."

"What do you mean?" Khalid interrupted.

"She is a girl. She doesn't have to worry about supporting her family. Only men have to worry about earning for their families," Jameel commented.

"Come on Jameel! We don't get education only for earning money. We do it for improving ourselves and both males and females need it equally. Our Prophet (S.A.W) has said that seeking knowledge is obligatory for every male and female," Khalid explained.

Jameel felt ashamed, "Yes you are right. I agree with you."

UNIT 3.1 READING COMPREHENSION

"I still don't understand why you are so worried," commented father.

"Father, there is no college in our village or any other village around ours. The only college where I can go is 50 miles away, in the city. It seems impossible that I can continue my studies although I had dreamed that I would become a doctor and open a hospital here for the villagers, as they cannot afford to go to the city hospital. Remember, how Uncle Sarmad died last year only because he could not be taken to the hospital on time?" Jameel said.

His mother quoted a Sindhi couplet which meant 'Where there is a will there is a way. Distances are to be covered.' She then said, "We can ask Allah Bachayo, to take you to the city in his horse cart."

Aunt Sadori, who had been listening to the whole conversation said, "I have a suggestion. You people have done so much for me, I think now it's my turn to return the favour. Jameel and Sara can easily come and live with me in the city and study in the college."

"Really! Can I really go and study in the city?" Sara exclaimed.

"Jameel can go but Sara should stay here and help her mother," said father.

Sara quickly wiped the tear that had rolled down her cheek. She didn't want her father to know her feelings. However, Khalid noticed her emotions and said, "Father, don't worry about the expenses. Let both of them go."

"There is a big medical college as well in our city. Later, both of you can easily continue your studies there and fulfil your dreams," continued Aunt Sadori, addressing Jameel and Sara.

"Wow! I will also be a doctor and work at Jameel's hospital! Wonderful!"

In spite of his worries about managing finances for both of them, father smiled.

Soon, both of them went to the city with Aunt Sadori. Living in the city, attending college and then the medical college was not a bed of roses. Both siblings had to work extremely hard to pass all the exams in the first go. They could not afford to fail in any subject.

To meet the expenses, both of them gave tuitions to children in the neighbourhood. Their parents never let them know the problems they faced during all this time. In the fourth year, father and Khalid had to sell a big piece of fertile land to pay their fee. The whole family bore the hardships because they wanted their children to realize their dreams and to work for the betterment of the villagers.

UNIT 3.1 READING COMPREHENSION

Twelve Years Later

"Uncle Noor Ali, you should not eat rice, potatoes and sugar,' Jameel advised his patient politely.

"Ok, son, I will follow your advice." Jameel held the old man's weathered hand and helped him walk outside the impressive hospital building, standing against the backdrop of lush green fields. For a moment he looked up at the building that portrayed his dreams.

He asked Allah Dinno, 'Are there any more patients?'

"No, there are no more patients," replied Allah Dinno.

"Ok, then call Dr. Sara so that we can go to the neighbouring villages and examine the patients there."

After visiting two nearby villages, Jameel dropped Sara at her house, where her two young children were waiting for her. Jameel was very happy because Sara had hosted a successful seminar for the village women and guided them to improve their personal and family health and hygiene. He then drove home in his small jeep, satisfied with the day's work.

"Come on, let's have lunch," said his wife, with a beaming smile.

"Lunch? You mean you people have not had lunch as yet?" he exclaimed.

"No, we were waiting for you,' said his parents, simultaneously.

"Ok, then let's have lunch together." Everyone washed their hands one by one and moved towards the dining table.

At night, Jameel lay on his *charpoy* in the middle of the yard, under the cool moonlit sky, and thought about the long journey of his life and all the hardships that he, his sister Sara, and their family had borne to fulfil their dreams. He felt truly grateful and blessed.

UNIT 3.1 READING COMPREHENSION

While Reading

Exercise 1

Read the text and write the answers to the following questions in your notebooks.

1. How many characters are there in the story?
2. Write their names.

Exercise 2

Read the text and find out who said the following words? Compare your answers with your partner.

Dialogue	Speaker
1. You don't seem ok. Let's have dinner then we will talk about it.	
2. Only men have to worry about earning for their families.	
3. We don't get education only for earning money.	
4. We can ask Allah Bachayo, to take you to the city in his horse cart.	
5. You people have done so much for me, I think now it's my turn to return the favour.	
6. Can I really go and study in the city?	
7. Jameel can go but Sara should stay here and help her mother.	
8. Ok, son, I will follow your advice.	
9. No, there are no more patients.	
10. Come on, let's have lunch.	

UNIT 3.1 READING COMPREHENSION

Vocabulary

Exercise 3

Work in pairs. Read the text and underline the bold words given in the following exercise in your text books. Discuss and guess their meanings.

After you have guessed all the meanings, check out your answers from the glossary given at the end of the book. Write the meanings in the given blanks.

1. The word **shabby** means ______________________________.
2. The word **collapsed** means ______________________________.
3. The word **reluctantly** means ______________________________.
4. The word **preoccupied** means ______________________________.
5. The word **obligatory** means ______________________________.
6. The word **siblings** means ______________________________.
7. The word **realize** means ______________________________.
8. The word **weathered** means ______________________________.
9. The word **impressive** means ______________________________.
10. The word **backdrop** means ______________________________.
11. The word **hosted** means ______________________________.
12. The word **borne** means ______________________________.

Exercise 4

Fill the blanks in the following exercise with the words given in bold in Exercise 3. You can use each word only once. Compare your answers with your partner after you have completed. The first blank has been filled as an example.

The old woman ***reluctantly*** got up from her bed. She had _________ many difficulties but now her _________ hands could not lift heavy things. She got up and looked out of the window. As she looked, a smile came to her lips when she saw the big, _________ , beautiful lawn, with plants and creepers, and mango trees serving as a _________.

She _________ on her bed once again and became _________ with her thoughts. She thought of her _________, old house, her five _________ and how they always used to offer their ___________ prayers. She also recalled how her

Note for Teachers: Make sure that the students understand that they have to use all the words given in bold in Exercise 3 to complete Exercise 4.

mother always ________ meetings for the village women to teach them various skills. She thought about how she always dreamed of owning a big house with a big garden. Thinking of those times and the life she had now, she thanked God for making it possible for her to ________ her dreams.

Exercise 5

Write short answers to the following questions in your notebook.

1. What was Jameel's father doing when he came home?
2. Where did the family have dinner?
3. Where did Jameel and Sara go to study?
4. Where did they build the hospital?
5. How many children did Sara have?
6. Which vehicle did they travel in?

Post Reading

Exercise 6

Answer the following questions

1. Why do you think nobody spoke while eating dinner?
2. Why was Jameel upset?
3. Why do you think Sara tried to hide her feelings?
4. Both Sara and Jameel had to pass every test in the first go. Why was it so?
5. How did Sara and Jameel, and their family, manage the expenses for their studies?
6. How did life change for Jameel's family and the villagers?
7. How was Sara educating the village women?
8. What lessons do we get from the story?

Exercise 7

Think of what you want to become when you grow up. Develop a plan for realizing your dream by answering the following questions.

1. Why do you want to become this?
2. What will you have to do to realize your dream?
3. What are some of the factors that can help you in achieving your aim?
4. What are some of the problems that might come in your way?
5. How will you overcome those problems?

After you have answered these questions in your notebook, work with your partner and share your future plans with each other.

Note for Teachers: After the students have discussed with each other, ask some of them to come up and share their future plans with the class. Ask them to first show the pictures that they have drawn about themselves and ask the class to guess. They can then share the rest of the information.

UNIT 3.2 LISTENING AND SPEAKING

Focus: ***Expressing emotions and wishes***

Often, emotions and wishes are expressed by using the word 'wish".

Wish is most commonly used to express a desire for something which is not possible.

Example: I wish you were here. (Unfortunately, you're not, and I miss you.)

Wish is also used in greetings and expressions of goodwill.

Example: We wish you a "Happy Eid."
Wish you a safe and pleasant journey.

Sometimes wish is used to express regret.

Example: I wish you had done the work. (You didn't do the work and I am annoyed because of that)

Exercise 1

Work in pairs and practise the following dialogue. First one student should take the role of Student A and the other of Student B. Then change roles and repeat the dialogue. Use your real names instead of saying Student A and Student B.

Student A	Student B
Assalamo Alaikum, *Student B*. We missed you yesterday at the party.	Wa Alaikum Assalam, *Student A*. I am sorry. Wish you a very happy birthday.
I wish you had been able to come. It was a nice party.	Yes, I know the party was good. Everyone enjoyed it. I wish I had come.
Yes, you really missed it.	I know, but I had some urgent work.
When are you going to Islamabad?	I am going tomorrow evening.
Wish you a safe journey.	Thank you.

Note for Teachers: Explain to the students that the word 'wish' is used to express (a) a desire for something that is not possible (b) a greeting or goodwill (c) regret. Use the examples given above to explain each of the usage. You may ask the students to give other examples and / or you may use some of your own.

UNIT 3.2 LISTENING AND SPEAKING

Exercise 2

Work in groups of four. Take a piece of paper. Cut it into 16 pieces. Write the numbers 1, 2, 3, and so on, till16, on each piece. Fold these slips and put them on the table.

Now, this is what you do:

1. Take turns and pick one slip
2. Call out the number on the slip
3. Read the statement having the same number in the following section.
4. Express your wish in the given situation i.e impossible thing, wish, regret
5. Keep the used slip on one side
6. Other members of the group do the same, i.e. every student says 4 statements
7. If there is time, you can play this game all over again

Example: You pick a slip with number 5 written on it. Read statement 5, "It is Eid day today." You can say, "Wish you a happy Eid" or any other similar statement. Using the words 'wish'.

1. It's your friend's birthday today.
2. Your friend can't come to your brother's wedding.
3. You did not get good marks in your exams.
4. Your cousins are going to Gilgit for their holidays.
5. It is Eid day today.
6. Your teacher is upset because you did not study hard.
7. You cannot participate in the school sports' day events.
8. One of your classmates is celebrating Christmas.
9. You have an upset stomach because you ate sweets on which there were flies.
10. It is Independence Day today.
11. Your cousin has just got married.
12. You have malaria because you did not protect yourself from mosquitoes.
13. One of your close friends is going to Dubai.
14. Your brother or sister is going for a job interview.
15. Your neighbours are celebrating Diwali.
16. There is no electricity and you cannot watch an interesting cricket match.

Note for Teachers: Divide the students in groups of four. Tell the students to do Exercise 2 by following the given instructions. Walk around and make sure that the students are doing the exercise as per the given instructions

UNIT 3.3 LANGUAGE PRACTICE

Types of Sentences

In English we have different types of sentences. Each type is used for a specific purpose. Below are two sentence types and the purpose for which each type is used.

1. **Declarative Sentences** are sentences that are generally called statements. They can be affirmative or negative.

   For example:

○ I'm tired.	I'm not tired.
○ Raheel is hungry.	Raheel isn't hungry.
○ I have four pencils.	I don't have four pencils.

2. **Interrogative Sentences** are what we call question forms and are used to make enquires, to confirm information, and so on. They can be affirmative or negative.

   For example

○ Are you hungry?	Aren't you hungry?
○ Did you do your homework?	Didn't you do your homework?
○ Have you washed the dishes?	Haven't you washed the dishes as yet?

Exercise 1

Below is a list of sentences. Against each one write what type of sentence it is. For example: 'declarative affirmative' or 'interrogative negative' and so on. The first one has been done for you as an example:

1. Sabiha is shivering (declarative affirmative)
2. Are we going to the football field?
3. The stranger was not calling from the hospital.
4. Will you come to my house tomorrow to study?
5. I like to play cricket.
6. Isn't this your book?
7. Aren't you the girl who won the gold medal?
8. Juman doesn't like to play hockey.

UNIT 3.3 LANGUAGE PRACTICE

Exercise 2

Change all the affirmative sentences in exercise 1 into negative and all the negative ones into affirmative.

Exercise 3

Look at the following sentences. The key word in all of them is ***apples*.**

1. Apples are good for health. (declarative affirmative)
2. These apples are not good for health. (declarative negative)
3. Are these apples tasty? (interrogative affirmative)
4. Aren't these apples raw? (interrogative negative)

Step 1.

Work in groups of four. First, individually, think of a word (table, television, book, etc.). Write a declarative, affirmative sentence using this word. Write this sentence on a sheet of paper and underline the main word. When everyone in the group has written a sentence, pass the sheet to the student sitting on your right.

Step 2.

Look at the sentence you have received, look at the main noun and write a declarative negative sentence using that noun (as shown in the example above).

Step 3.

Once everyone has written, again pass the sheet to the student on the right, follow the same process: look at the key noun and write an interrogative affirmative sentence.

Step 4.

Continue the process, until all four members of the group have written the four types of sentences and you get your sheet back.

Step 5.

Edit the sentences for any spelling, grammar, or punctuation error and write them in your notebooks.

Repeat this two more times, using different key nouns, so that all of you have twelve sentences in your notebook.

Note for Teachers: Explain the different types of sentences mentioned above. Share some other examples with the students or ask them to share some other examples.

UNIT 3.3 LANGUAGE PRACTICE

Revision: Use of the Articles *a, an, the*

Exercise 4

Fill the following blanks with *a, an, the,* where necessary. Remember that *a/ an* are used with countable singular nouns and *the* is used in a number of places, for example: when referring to a particular thing, before superlative degrees, when using two comparative degrees together, before the names of rivers, seas, mountains, etc., before titles, nationalities, names of institutions, communities, and so on.

1. I know that _____ Indus is _____ longest river in _____ Pakistan.
2. In order to learn _____ language, we need two things; _____ good teacher and _____ will to work.
3. _____ capital of_____ Pakistan is _____ Islamabad.
4. Some people have_____ bicycles, some have _____car, I have _____ both.
5. In many countries, children _____go to _____school at_____ age of five.
6. They are studying _____ geography, and in particular _____ geography of _____ United Arab Emirates.
7. Her friend loves eating _____ orange at breakfast time, _____ apple with her lunch, and _____ banana at dinner time.
8. My mother says _____ more you exercise, _____ better your health.
9. _____ Chinese are helping _____ Pakistanis to build _____ road from _____ Gwadar to _____ Chinese border.
10. _____ intelligent person always thinks before speaking, but many ______ people just say whatever comes to thier mind.

Exercise 5

Work with a partner and fill in the following blanks with the correct articles, where necessary. There are five extra blanks, where an article is not needed.

In _____ poor zoo of Pakistan, _____ lion was very sad as he was given only one kg of meat _____ day. _____ lion thought he was _____ luckiest lion on earth when one day ______manager of _______ Dubai Zoo visited ______ zoo

UNIT 3.3 LANGUAGE PRACTICE

where ______ lion was and requested ______ zoo management to shift ______ lion to ______ Dubai Zoo. ______ lion was very happy and started ______ thinking of having ______ air conditioned cage and ______ goat to eat every day.

On its first day after arrival, ______ lion was offered ______ big bag, sealed very nicely, for breakfast. ______ lion opened it quickly but was shocked to see that______ bag contained ______ few bananas only. ______ lion thought that since he had recently come from Pakistan, may be ______zoo management were worried about upsetting his______ stomach so they had given him ______ bananas.

______ next day ______ same thing happened. On ______ third day again when ______ same food bag of bananas was given to him ______ lion stopped ______ delivery boy and shouted at him, “Don't you know I am ______ lion, ______ king of ______ jungle? What's wrong with ______ management of this zoo? What ______ nonsense is this? Why are you delivering bananas to me?”

______ delivery boy politely said, 'Sir, I know you are ______ king of ______ jungle. But... you have been brought here on ______ monkey's visa!!! '

______ moral of______ story is, better to be ______ lion in your own______ country than ______ monkey elsewhere.

Note for Teachers: Repeat the rules for articles that the students have learnt in earlier classes. Some of these are given at the beginning of the exercise. Remind the students that the is used when referring to something already mentioned earlier, and often when of is used between two nouns. Example: I was reading a good book. The book had good stories and the title of the book was interesting.

UNIT 3.4 WRITING

Informal Emails

Informal emails are written to family, friends and colleagues (people with whom we work). Emails are different from letters. They are usually brief and to the point. The language used in such emails is informal.

(1)

To: fareed.khan@gmail.com
Cc: sohail.ali@yahoo.com
Subject: sports day practice
Assalam-o-Alaikum. Please let me know whether you will be going to school next Saturday for the Sports Day practice. If you are going, we can plan to go together. Otherwise, I'll have to ask my brother to go with me. Iqbal.

(2)

To: adil88@ukmail.com
Cc:
Subject: maths homework
Dear Adil, I am having some difficulty in solving some of the maths problems that our teacher gave us as holiday homework. I know you are very good at maths so I need your help. We can work at my place or yours, whatever is convenient for you. Please let me know the date and time so that I can plan my other things accordingly. Regards Kapoor

(3)

To: kapoor_sunil@hotmail.com
Cc:
Subject: maths homework
Sunil, I would be happy to help you with your maths homework. But, I also need your help with my science project. You always have such brilliant ideas! So, what do you say, we meet at 4 o'clock on Saturday, at your place. Tell your mother that I am looking forward to having the lovely savouries she makes for us whenever we sit down to study. See you on Saturday. Bye. Adil

(4)

To: shahidaji@gmail.com; rozina.ladak@yahoo.com; sita_ kumari@gmail.com; diana77@hotmail.com; msfauzia@hotmail.com; chandalalmal@ gmail.com
Cc: saira_guddu@yahoo.com; mahnaz.munni@hotmail.com
Subject: wedding invitation
This is to inform all of you that Saira's brother is getting married on Sunday, October 15, 2017, at 1:00 pm. Since she is very busy, she has asked me to invite all of you to the wedding. We can all meet at my house by 12 noon and then go to Saira's house together. Please let me know if you are planning to come or not, so that we do not wait for someone who is not coming. I hope everyone can come. We will have great fun and Saira will be happy! Nadia

UNIT 3.4 WRITING

Exercise 1

Look at all the emails above and complete the following table in your notebook.

Email No.	Sent by	Sent to	Cc to	Subject

After you have completed, work with your partner. Read the above informal emails. Note the differences of conventions, vocabulary, style, and tone. Discuss the following aspects:

- Do all the emails begin in the same manner?
- Do all of them end in the same manner?
- How is the style of these emails different from a letter to a friend?
- Is the language use and vocabulary same or different? How?
- Did you notice what is written in the subject line?

Exercise 2

Work individually and write an informal email to a friend/ class fellow asking/ requesting for something that you need. Follow the format given in the emails above.

Once you have completed, edit your work for correct spellings, grammar, and punctuation. Also check to see that it is an informal email and not a letter.

Note for Teachers: After the students have done Exercise 1 and discussed the format of emails, in pairs, ask the students all the five questions given at the end of Exercise 1. Ask one question at a time and let the students respond. Make sure that all the students have understood the difference between an email and a letter to a friend. Also emphasise the importance of having short and to the point subject lines.

UNIT 3.4 WRITING

Next, exchange your email with your partner. Read each other's work and give useful feedback. Make changes in your email after you receive feedback, if needed.

Exercise 3

Read the following compare and contrast essay. Notice how the introductory, body and concluding paragraphs are written. Underline the words that show similarity and those that show the differences. Once you have done this, discuss with your partner how a compare and contrast essay is written.

Autumn versus Spring

There are four seasons in a year: spring, summer, autumn and winter. But when it comes to culture and practices, one often sees two seasons receiving more attention than the others. These two seasons are spring and autumn. In many parts of the world, the arrival of these two seasons is celebrated in various ways. However, there are obvious differences between the two seasons.

Spring is the time of the year when the weather is considered as absolutely perfect, because the air is still cool, yet, it is pleasantly cool, a coolness that allows one to enjoy the weather, without getting cramped due to the cold or exhausted due to the heat. The spring season is also associated with rebirth. This is the time of the year when winter comes to an end and activity begins in plant, animal and human life. One can see new leaves on plants and colourful buds on trees that slowly change to green. Animals that sleep or slow down their activities in winter, start becoming more active, searching for food and preparing for an active summer life. Humans also become more active, with some getting the land ready for growing crops, and others doing work that has to be done before the heat of summer drains their

energy. Along with work, many people also find time to enjoy the lovely spring weather.

Autumn, on the other hand, gives the signal that summer is over.It is the time of the year when preparation for the winter starts. The leaves of the plants start changing colours once again, but this time they change into different shades of yellow, brown and red, and begin to fall off. The trees, instead of getting fully covered, as in spring, start shedding leaves and, ultimately, become barren, with a few leaves or none left at all. The animals start hoarding their food in preparation for the winter. The people have to work faster to get home quicker, as the days get shorter and night falls very quickly. Those working in the fields get busy reaping their crops and selling or storing their crops. In some parts of the world, people gather around fires and have fun.

All in all, spring gives the signal that winter has ended, and autumn gives the signal that summer is over. With spring comes the message of a new beginning, with green plants and trees. With autumn come the falling green, red and brown leaves and barren trees. Spring is a call for action, and autumn announces more resting time, with longer winter nights about to come.

Exercise 4

Work with a partner and write a compare and contrast essay on any one of the following topics:

- Summer and Winter
- Pet and wild animals
- City and village life
- Good neighbours and bad neighbours

UNIT 3.4 WRITING

Here are some basic steps to follow:

a. Brainstorm for ideas
b. Select the similar and contrasting points that you want to discuss in the essay
c. Write an introductory paragraph stating some general facts and a clear thesis statement at the end of the paragraph. The thesis statement should contain all the key ideas that are to be covered.
d. Use a separate paragraph for each topic area.
e. Write a clear topic sentence for each key idea.
f. Incorporate similar and contrasting facts and ideas and the impact of these.
g. Add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.
h. Use correct conventions of grammar and punctuation.
i. Use appropriate vocabulary
j. Edit your work to see that you have covered points c – h, given above

Exercise 5

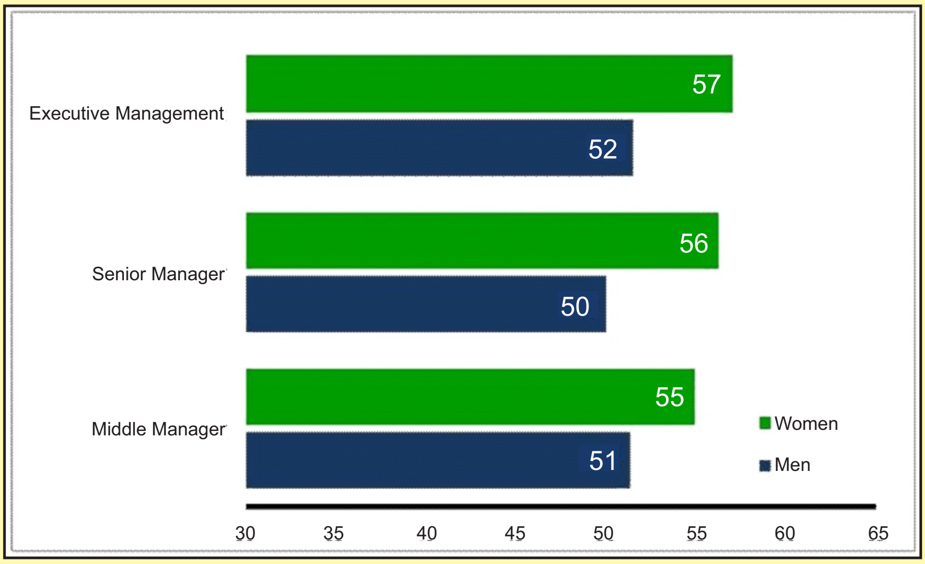
Work individually, and write a compare and contrast essay on any remaining topics from the four given in the exercise 4. Follow all the steps described above.

Once you and your partner have completed your essay exchange your work with each other. Read each other's work and provide critical feedback on the points c – j, given above.

Note: For acquiring additional language skills. Not to be formally assessed.

Analysing information given in a bar/ line graph

Men versus Women in Management Positions



Note: *The line above shows figures for women and the below show figures about men.*

Exercise 1

Look at the graph above and supply the following information. Compare your answers with your partner.

1. The percentage of women in the Senior Manager position is _____.
2. The percentage of women in the Middle Manager position is _____.
3. The percentage of men in the Executive Management position is _____.
4. The percentage of men in the Senior Manager position is _____.
5. The percentage of women in the Executive Management position is _____.
6. The percentage of men in the Middle Manager position is _____.

Note for Teachers: Explain to the class how information in graphs is read and interpreted. You may discuss one or two sentences from exercise 1 and 2 to explain how this is done.

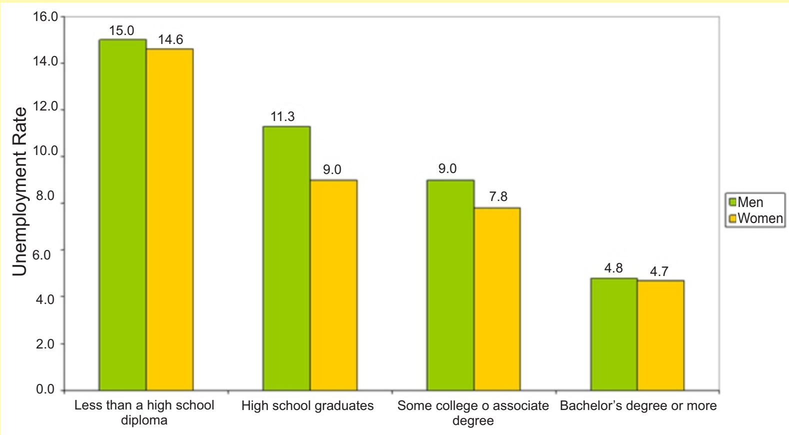
Exercise 2

Look at the graph above and answer the following questions in your notebook. Discuss your answers with your partner.

1. In which position are there more men?
2. In which position are there more women?
3. How much difference in percentage is there between men and women at the Senior Manager level?
4. How much difference in percentage is there between men and women at the Executive Management level?
5. How much difference in percentage is there between men and women at the Middle Manager level?
6. At which position do we see the highest number of women?
7. At which position do we see the highest number of men?
8. At which position do we see the lowest number of women?
9. At which position do we see the lowest number of men?
10. What does the graph tell us about who is more capable, men or women?

Now, interpret information from the graph given below and do the exercises that follow.

Educational Levels & Employment Rates



***Note:** People with less than a high school diploma are less educated than those with a Bachelor's degree or more.*

Exercise 3

Look at the graph above and supply the following information. Compare your answers with your partner.

1. The percentage of unemployed women who are High School graduates is _____.
2. The percentage of unemployed women with a Bachelor's degree or more is _____.
3. The percentage of unemployed men with less than a high school diploma is _____.
4. The percentage of unemployed men who have some college or Associate degree is _____.
5. The percentage of unemployed women who have less than a high school diploma is _____.
6. The percentage of unemployed men who have a Bachelor's degree or more _____.
7. The percentage of unemployed women who have some college or Associate degree is _____.
8. The percentage of unemployed men who are High School graduates is _____.

Exercise 4

Look at the graph above and answer the following questions in your notebook. Discuss your answers with your partner.

1. With what level of education are there more unemployed men?
2. With what level of education are there more unemployed women?
3. With what level of education are there less unemployed men?
4. With what level of education are there less unemployed women?
5. How much difference in percentage is there between unemployed men and women at the High School graduates level?
6. How much difference in percentage is there between unemployed men and women at the less than a high school diploma level?
7. How much difference in percentage is there between unemployed men and women at the some college or Associate degree level?

8. How much difference in percentage is there between unemployed men and women at the Bachelor's degree or more level?
9. At which level of education do we see the highest number of unemployed women?
10. At which level of education do we see the highest number of unemployed men?
11. At which level of education do we see the lowest number of unemployed women?
12. At which level of education do we see the lowest number of unemployed men?
13. What does the graph tell us about the connection between the education level and employment?

UNIT 3.6 FUN

Note: For having fun with language. Not to be formally assessed.

Creating a newspaper

Complete the questionnaire below. It is important for you to be honest when selecting the answers to give you a true picture of yourself and your health.

Read the questions and put a tick mark (√) in the appropriate column.

Sr. No.	Habit	Never	Sometimes	Always
1	Do you eat a diet that includes fruits and vegetables?			
2	Do you brush your teeth twice a day?			
3	Do you bathe regularly?			
4	Do you wash your hands with soap before eating and after using the toilet?			
5	Do you sleep 8 hours at night?			
6	Do you use a handkerchief or tissue while coughing or sneezing?			
7	Do you wash your eyes with cold water regularly?			
8	Do you cut and clean your nails regularly?			
9	Do you read while lying down?			
10	Do you exercise regularly?			

Work in groups of four. Select the questions from the questionnaire above for which most of you answered 'never' or 'sometimes'. You will have to prepare a newspaper in which you must share information about why these things should be given importance.

Think about the following:

1. Name of your newspaper
2. Articles, news items, stories that you will put in your newspaper
3. Advertisements related to your topic/ other advertisements
4. Pictures, quotes, jokes, etc. that you will use
5. Who will do what? Which group member will do what and by when?

Note for Teachers: Emphasise to the class that they need to be honest while answering the questions. Tell the students to discuss the details about their newspaper and decide who will do what and by when. Give the students a few days to prepare their newspaper. Tell the students that their newspapers will be put up for display in the classroom/ school.

UNIT 4 PAKISTAN AND NATIONAL PRIDE

What will I learn?

4.1 Reading

- Use pre-reading strategies to predict the content of a text from the topic/ picture, key words, etc. by using prior knowledge, asking questions and using contextual clues.
- Skim text to have a general idea of the text.
- Infer themes/ main idea.
- Deduce the meaning of difficult words from context.
- Scan for facts
- Make simple inferences using the context of the text and prior knowledge
- Distinguish between what is clearly stated and what is implied
- Scan to locate an opinion
- Locate examples to support an opinion
- Organize information using various organizational patterns: sequence, classification

4.2 Listening and Speaking

- Ask and respond to questions of academic nature

4.3 Language Practice

- Revise and convert sentences from active voice to passive voice and use them in contexts in their writing
- Recognize common prefixes; use that knowledge to determine the meaning of unfamiliar words

4.4 Writing

- Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose
- Write an application to the class teacher / principal for various academic purposes using correct format, layout, and tone.

4.5 Study Skills

- Listening for academic purposes.

4.6 Fun

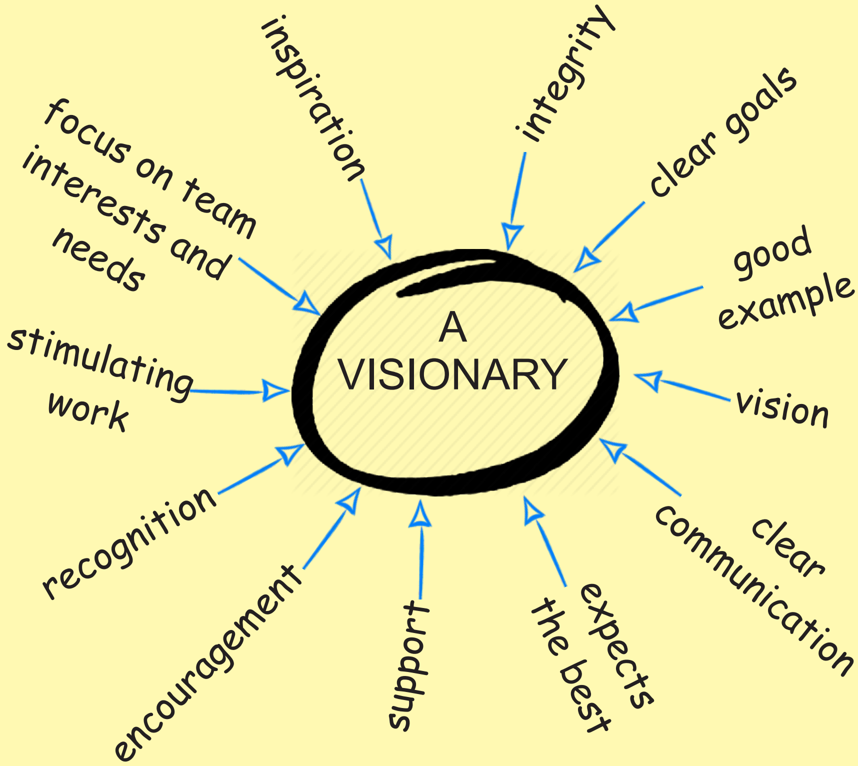
- Presenting a role play on Iqbal's poetry

UNIT 4.1 READING COMPREHENSION

Pre-reading

A visionary is a person who can think about or plan the future with imagination and/ or wisdom.

1. What qualities does a visionary have? Work in groups of three and decide which of the quality given in the web below is the most important for a visionary leader to have and which is the least important. Add one more quality that is not given. Number all the listed qualities in order of priority, with 1 being the most important and 13 being the least important.



Note for Teachers: Briefly discuss the meaning of the word 'visionary' with the class so that they understand what is meant by the term. Tell the students to discuss and put the listed qualities plus the one that they have added in order of priority, with 1 being the most important and 13 the least. Give them 10 minutes to complete the task. Then discuss the order of priority given by the students; tell them that there is no right or wrong order, as this would depend on a number of factors, including the aim, personality, resources, etc.

2. Fill the first two columns of the following table about Quaid-e-Azam and Allama Iqbal. After you have filled the two columns, share with your partner.

What I think I know	What I want to know	What I learned

Reading Text

The Great Visionaries

The teacher assigned the class a project for the summer vacations, titled 'The Great Visionaries'. The students were asked to work in groups of four and find information about the Quaid-e-Azam and Allama Iqbal, the two great visionary leaders of the Pakistan Movement. They were asked to develop a booklet, a newspaper edition, or any other form of visual presentation based on the collected information. The members of one of the groups decided to split up the information gathering task; Huma and Tahira offered to look up information on some aspects of Jinnah's life, while Lubna and Farheen agreed to find information about Iqbal. They decided to share the information with each other through emails. Here are some of their emails.

UNIT 4.1 READING COMPREHENSION

To: huma.latif@kmail.com; lubna22@circle.com; farheen_89@kingston.com
From: tahirabeauty@sunnyplace.com
Subject: Quaid-e-Azam
Date: June 11, 2018 Time: 2:29 pm

Dear Huma,

Here is some information that I have found about the Quaid-e-Azam:

Personality and Achievements

Quaid-i-Azam Mohammed Ali Jinnah was one of the most dynamic personalities of South Asia. His message of 'Unity, Faith and Discipline' and his determination and steadfastness, if made the guiding principles by the nation, can speedily set the nation on the path of progress and prosperity.

He was one of the top barristers of Bombay. But his greatest achievement, which is unparalleled in the recent history of the world, is the creation of Pakistan. The world has seen many leaders who have obtained independence for their people from undesired rulers, but few have achieved what the Quaid-e-Azam did; he created a new country. He led the Muslims of the sub-continent to achieve an independent state called Pakistan, where they could live honourably, according to the teachings of their faith and culture.

Regards.

Tahira

To: tahirabeauty@sunnyplace.com; lubna22@circle.com; farheen_89@kingston.com	
From: huma.latif@kmail.com	
Subject: Quaid-e-Azam	
Date: June 11, 2018	Time: 4:37 pm

Tahira, here is some more information that we can add in this section:

Moreover, Mohammed Ali Jinnah was the only leader in British India, who was popular not only among the Muslims but also had a great respect among the people of other faiths, including the Hindus, Christians, Sikhs and Parsis. Due to his tolerance and acceptance of all faiths, some Hindu leaders, like Gokhale and the famous Hindu poetess Sarojini Nido, called him 'the best Ambassador of Hindu Muslim Unity.'

Best wishes.

Huma

To: huma.latif@kmail.com; lubna22@circle.com; tahirabeauty@sunnyplace.com	
From: farheen_89@kingston.com	
Subject: Quaid-e-Azam	
Date: June 14, 2018	Time: 4:30 pm

Huma and Tahira, you might want to add this vital piece of information in this section:

However, he was very clear about one thing: while Pakistan would be a state where the Muslims would be free to practise the teachings of their faith and to prosper economically. This is in no way meant that the people of other faiths, living in the geographical boundaries of the new state, would, in any way, be lesser citizens.

Farheen

To: huma.latif@kmail.com; lubna22@circle.com; farheen_89@kingston.com
From: tahirabeauty@sunnyplace.com
Subject: Quaid-e-Azam
Date: June 15, 2018 Time: 5:29 pm

Thank you, Huma. I agree with you. Now, here is some more information about him:

Political Acumen and Contribution

Initially, Quaid-e-Azam was a strong proponent of Hindu-Muslim unity and an active member of the Indian National Congress. But, as an outstanding political leader, he very soon sensed that the Indian National Congress was leading the Hindus of the sub-continent towards Hindu-Muslim polarization. This, he realized, would result in political and economic victimization of the Muslims in the region. Therefore, he decided to leave the Congress and join the Muslim League.

Soon after joining the Muslim League he became its president. He, very intelligently, pleaded the case of a separate homeland for the Muslims and succeeded in getting Pakistan. This was despite strong opposition from the two big power players in British India; the ruling British and the majority Hindus.

Have you found some more information?

Tahira

UNIT 4.1 READING COMPREHENSION

To:; lubna22@circle.com; farheen_89@kingston.com; tahirabeauty@sunnyplace.com	
From: huma.latif@kmail.com	
Subject: Personality and Achievements of Jinnah	
Date: June 17, 2018	Time: 1:30 pm

Thank you, Farheen. We will definitely add this. Now here is the vision that the Quaid had for Pakistan:

Aspirations for Pakistan

Quaid-i-Azam envisioned Pakistan, as a 'nation state' ensuring equal rights for all citizens of Pakistan. On August 11, 1947, the Quaid-e-Azam, on his election as the first President of the Constituent Assembly of Pakistan, declared, "You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this state of Pakistan. We are starting in the days when there is no discrimination, no distinction between one community and another. We are starting with this fundamental principle that we are all citizens and equal citizens of one State."

He also wanted Pakistan to be a state where justice and merit prevailed. He wanted the people of Pakistan to be united and to work towards making this new country, an exemplary state. He said: "My guiding principle will be justice and complete impartiality and I am sure that with your support and cooperation, I can look forward to Pakistan becoming one of the greatest nations of the world."

Alas! This great leader had to leave this world before he could transform his ideals into practical steps. It is now our responsibility to set the future directions for this great country by implementing the Quaid's vision of Pakistan. If we truly want to pay homage to our great Quaid, we should try and do the things he wanted us to do and not merely praise what he did. On every Independence Day, we should think of what we need to do to take Pakistan forward on the way to peace and prosperity.

Tahira, I think we now have enough information about the Quaid-e-Azam. Let's see what Lubna and Farheen find about Allama Iqbal. We'll then meet and decide how to present all this information.

Best wishes

Huma

UNIT 4.1 READING COMPREHENSION

To:farheen_89@kingston.com;huma.latif@kmail.com; tahirabeauty@sunnyplace.com
From: lubna22@circle.com
Subject: Allama Iqbal
Date: June 18, 2018 Time: 6:32 pm

Dear Farheen,

Now that my cousin's wedding is over, I have managed to find the following information about the Poet of the East:

Personality and Achievements

Allama Muhammad Iqbal, the poet of the East was, no doubt, a great poet, but poetry was only one of his many accomplishments. He began his professional career as a Professor of Arabic at the Oriental College, Lahore, after doing his M.A., in 1899. In 1905, he went to London to study law and received a law degree. He thus became a barrister by profession. But this does not mean that he gave up everything else. This versatile person continued his quest for knowledge in various fields and, in 1908, he was awarded a Ph.D. degree by the Munich University, in Germany, for his work on Persian philosophy. That is why he is also known as Dr. Muhammad Iqbal.

Regards
Lubna

UNIT 4.1 READING COMPREHENSION

To: huma.latif@kmail.com;tahirabeauty@sunnyplace.com; lubna22@circle.com
From: farheen_89@kingston.com
Subject: Allama Iqbal
Date: June 19 2018 Time: 1:40 pm

Thanks, Lubna. Here's the information that I have found:

Political Acumen and Contribution

Allama Iqbal also took an active part in politics and worked for the cause of the Muslims of South Asia. He was elected as a member of the Punjab Legislative Council in 1926, a post he held till 1929. By then, he had become deeply involved with the Muslim League activities. Due to his commitment to the cause of Muslim rights in India, he was soon elected as the President of the Punjab branch of the All India Muslim League, a post he held till the time of his death.

One of Iqbal's biggest political contributions is his Allahabad address, which he delivered in 1930, when he presided over the Allahabad meeting of the All-India Muslim League. It was on this historic occasion that he made a definite demand for a separate Muslim State in South Asia. In his presidential address, Dr. Iqbal said, "India is a continent of human groups belonging to different races, speaking different languages, and believing in different religions…. The Muslim demand to create a Muslim India within India is in no way without justice. For my part I would like to go one step further; I would like to see the Punjab, North West Frontier Province, Sindh and Baluchistan unite under a single Muslim State". However this demand shocked both the Hindus and the British alike and they both opposed it. This demand for a separate state for Muslims took such firm root that at its meeting in Lahore, on March 23, 1940, the Muslim League passed a resolution demanding a separate state for the Muslims of India. This resolution is known as the Pakistan Resolution. From this point onwards, all efforts were directed towards this end, culminating in the creation of Pakistan, on August 14, 1947.

Best wishes.
Farheen

To:huma.latif@kmail.com; farheen_89@kingston.com; lubna22@circle.com	
From: tahirabeauty@sunnyplace.com;	
Subject: Allama Iqbal	
Date: June 20, 2018	Time: 11:29 am

Moreover, he had clear ideas about what Muslims should do.

Aspirations for Muslims

Lubna and Farheen, both of you have collected excellent information about Allama Iqbal. While we all know what the Quaid-e-Azam did, we often do not exactly recall the role of Allama Iqbal in the creation.

Allama Iqbal died in 1938, nine years before the creation of Pakistan. But he played a major role in its creation, by planting the seeds of a separate state for the Muslims of India in people's minds. Quaid-e-Azam, praised Iqbal's role in a message on his death: 'To me he was a friend, guide and philosopher, and during the darkest moments through which the Muslim League had to go, he stood like a rock'.

Allama Iqbal had a great love for Islam; he always advised the Muslims to remain true to their faith, and to practise it in letter and spirit. In his Allahabad address he said: "I have learned one lesson from the history of Muslims. At difficult moments in their history, it is Islam that has saved Muslims and not Muslims that have saved Islam. If, today, you put your faith in Islam, you will become strong and united once again and save yourself from complete destruction."

Tahira

UNIT 4.1 READING COMPREHENSION

While Reading

Exercise 1

Complete the table given in task 2 of the Pre-Reading section: What did you learn after reading the text?
Share your table with your partner.

Exercise 2

Read the text and find out the names of the students who collected information on the following topics. Write the answers in your notebook.

a. Personality and achievements of the Quaid
b. Political acumen and contribution of Allama Iqbal
c. The Quaid's aspirations for the Muslims
d. Allama Iqbal's aspirations for the Muslims
e. Personality and achievements of Allama Iqbal
f. The Quaid's political acumen and contribution

For Exercise 3, make sure that the students understand how they are supposed to work.

Vocabulary

Exercise 3

Read the text. Find the following words and underline them.

1	dynamic	2	steadfastness	3	guiding principles	4	unparalleled
5	undesired	6	acumen	7	proponent	8	polarization
9	aspirations	10	envisioned	11	pluralistic	12	discrimination
13	prevailed	14	impartiality	15	transform	16	implementing
17	versatile	18	accomplishments	19	culminating	20	recall
21	victimization	22	distinction	23	homage	24	quest

Work with your partner and guess the meanings of these words. Then check the meanings given in the glossary at the end of the book to see if you have guessed correctly.

Note for Teachers: Before asking the students to do Exercise 1, tell them that there may be one, two or three group members who could have found the information on any given topic, so they should write all the names.

UNIT 4.1 READING COMPREHENSION

Exercise 4

Work in groups of four. Each student should write six sentences in their notebook. Follow the steps given below:

Give a number from 1-4 to each member of the group. Next each member of the group should use six of these words in their own sentences, as follows:

- Student No. 1 should use word numbers 1, 5, 9, 13, 17, 21
- Student No. 2 should use word numbers 2, 6, 10, 14, 18, 22
- Student No. 3 should use word numbers 3, 7, 11, 15, 19, 23
- Student No. 4 should use word numbers 4, 8, 12, 16, 20, 24

After you have completed,

1. Exchange your notebooks with each other
2. Read all the sentences written by your group members
3. Give critical feedback
4. Incorporate the feedback given by your group members
5. Then student 1, 2, 3 and 4 should read out the six sentences one by one, according to the order of the words in exercise 3, and all others should write these in their notebook

Exercise 5

Tick the correct column for the statements given in the table.

No.	Statement	True	False
1.	Jinnah wanted Muslims to have more rights in Pakistan.		
2.	Zoya and Amber offered to find information about Allama Iqbal.		
3.	Quaid-e-Azam first joined the Congress and then the Muslim League.		
4.	Both Quaid-e-Azam and Allama Iqbal were barristers.		
5.	Allama Iqbal wrote two letters to Quaid-e-Azam in 1938.		
6.	In his letters he said that Muslims should demand a separate state.		

Note for Teachers: Divide the class in groups of four. Ask them to assign a number, from 1-4, to each student in the group. Then, each student should work individually and write six sentences each, as stated in the exercise. After they have completed, they should follow step 1 – 5 given in the exercise. Finally, each student should read out 1 sentence, i.e. sentences 1, 2, 3 and so on and the others, should write them. This way, each student will have 24 sentences in their note book.

UNIT 4.1 READING COMPREHENSION

Exercise 6

The following tables have quotes from the speeches of Quaid-e-Azam and Allama Iqbal. The first pact of each quote is in table **A** and the second pact in table **B**. Work in pairs and complete the quotes. Write the alphabet in the Answer Column in Table **A**. The first one has been alone as an example.

Now work in pairs and find out who said these words. Write 'Q' for Quaid-e-Azam and 'A' for Allama Iqbal in the 'Person' column in Table B.

Table A

No.	Quote Part 1	Answer
1.	You are free; you are free to go to your temples,	
2.	To me he was a friend, guide and philosopher,	
3.	The Muslim demand to create a Muslim India within India	
4.	At difficult moments in their history, it is Islam	
5.	My guiding principle will be	
6.	I am sure that with your support and cooperation, I can look forward	
7.	We are all citizens	

Table B

No.	Quote Part 2	Person
a.	is in no way without justice.	
b.	and equal citizens of one State.	
c.	justice and complete impartiality.	
d.	you are free to go to your mosques or to any other place of worship in this state of Pakistan.	
e.	that has saved Muslims and not Muslims that have saved Islam.	
f.	and during the darkest moments through which the Muslim League had to go, he stood like a rock.	
g.	to Pakistan becoming one of the greatest nations of the world.	

Exercise 7

Go back to exercise 6 and find out when and where these words spoken. After this write seven complete sentences in your notebook like this:

1. On August, 1947, in the Constituted Assembly of Pakistan, the Quaid-e-Azam said these words.

UNIT 4.1 READING COMPREHENSION

Exercise 8

Work in pairs and orally discuss the reasons for the following statements. After you have discussed the reasons, rewrite the following statements in your notebooks by stating the reasons. The first one has been done as an example.

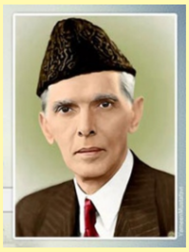
Example: Jinnah's achievement is unparalleled in recent history *because, unlike most other leaders who only freed their countries from foreign rule, he not only got freedom but also managed to create a new state for the Muslims.*

1. Jinnah's achievement is unparalleled in recent history.
2. The Quaid was greatly respected by the people of all faiths.
3. Quaid-e-Azam left the Indian National Congress.
4. Despite strong opposition by the British and the Hindus, Quaid-e-Azam succeeded in creating Pakistan.
5. Allama Iqbal could point out some of the defects in the philosophical systems of the West.
6. Dr. Iqbal did not seek re-election to the Punjab Legislative Council.
7. One of Iqbal's biggest political contributions is his Allahabad address.
8. Allama Iqbal wanted the Muslims to put their faith in Islam.

Exercise 9

Work in groups of three and make mind-maps on the following aspects of both these great personalities.

Qualities as a person
Vision for Pakistan
What should we do to make Pakistan great



Academic achievements
Dream about Pakistan
Advice to Muslims



Note for Teachers: Divide the class in groups of three. Ask half the groups to work on Quaid-e-Azam and half to work on Allama Iqbal. Tell them to develop each mind map on a different sheet of paper. After the groups have completed their mind maps, the groups who worked on Quaid-e-Azam should exchange their work with those who worked on Allama Iqbal. They should look at the points written and add any others that they think are missing, using a different colour pen/ pencil.

UNIT 4.2 LISTENING AND SPEAKING

Focus: ***Asking and responding to questions of academic nature***

Work in groups of eight/ ten students. A press conference will be conducted by each group of ten students. Three/ four of the students in each group will be representing one ministry while five/ six will be reporters from the media (both press and television).

Each group will represent one of the following ministries:

- Ministry of Health
- Ministry of Power
- Ministry of Water
- Ministry of Sanitation
- Ministry of Education

The students representing the ministry will all say one thing that their ministry is doing or plans to do. Each reporter will then ask the panellists at least two questions and they will have to answer their questions.

Each group should brainstorm and decide what the panellists will say, what questions the reporters will ask, and what answers will be given. Practise the dialogues in your groups.

Once the groups are ready, each group will come up and roleplay their press conference. Students from the other groups will be the audience and they can also ask questions from the panellists.

Note for Teachers: Divide the class in groups of eight to ten students. Explain to the students what they have to do. While the students are discussing and preparing for their press conference, set up some chairs for the panellists in front of the class such that they are facing the class. For the press conference, ask the reporters to sit in the front row, facing the panellists. Tell the students that each member of the group will have to speak according to the role that they are playing.

UNIT 4.3 LANGUAGE PRACTICE

REVISION: Fluency practice for changing the voice in sentences

Exercise 1

Get ready to play an oral game. Change the voice of the sentence without changing the meaning.

- Divide the class into 2 groups. Group A and Group B
- Each group must write up a list of 8-10 sentences.
- The list should contain active voice sentences and passive voice sentences.
- Group A will say a sentence
- Group B must change the voice of the sentence and say it out loud.
- Next it is group B's turn to call out a sentence and Group A must change it.

For example:

Group A

Aliya ate the grapes

Group B

The grapes were eaten by Aliya

passive verb = be + passive participle e.g. is cleaned, were given,

future = will + be + passive participle e.g. will be given, will be told

Tense	*Active*	*Passive*
Present simple	*give*	*is given*
Present continuous	*is giving*	*is being given*
Present perfect	*has given*	*has been given*
Past simple	*gave*	*was given*
Past continuous	*was giving*	*was being given*
Past perfect	*had given*	*had been given*

Exercise 2

Work in pairs and complete the following news report using the correct form of the passive, using the verbs given in brackets. Write the correct news report in your notebook.

The northern part of the country *was hit* (hit) by a massive earthquake this morning. The entire infrastructure ______ (damage) very badly. The roads ______ (break). The telephone lines ______ (destroy), and the mobile services ______ (disrupt). The people ______ (scare) as many aftershocks ______ (expect). Food, water and medical aid ______ (rush) to the area. An appeal ______ (make) by the government asking people not to panic. Work ______ (do) by the army to enable reaching of aid to the remote areas. Funds ______ (release) by the government to help people in this hour of grief.

Exercise 3

Read the following story. Then, work with a partner and orally complete Samina's report to the police, using the passive form. Use the verbs from the story. Write the complete report in your notebook.

Samina hired a new servant. She asked her to submit a copy of her identity card. The servant gave her a copy. She gave her someone else's card. Unfortunately, Samina did not check all the details.

After a few days the servant asked for a loan. Samina refused to give her a loan. The following week, the servant told her a sad story and again asked for some money. She told the servant not to come to work from the next day. When Samina went to her room after a couple of hours, she found it in a mess, with all her things on the floor. The servant had emptied her cupboard. She had taken away all the money and the jewellery.

This is what Samina said to the police when they asked her for details:

A new servant *was hired* by me. She _______ to submit a copy of her identity card. A copy ______ by her. I _______ someone else's card to me by her. Unfortunately, the details _____ by me.

UNIT 4.3 LANGUAGE PRACTICE

After a few days, I ________ by the servant for a loan. The loan ________ by me. The following week, I ________ told a sad story by the servant and again I ________ for some money. The servant ________ not to come to work from the next day. When I went to my room, after a couple of hours, it ________ in a mess, with all the things on the floor. The cupboard ______ by her. All the money and the jewellery ______ by her.

Prefixes

We sometimes add a pair or group of alphabets at the beginning of a word to add something to the meaning of a word. These are called prefixes.

Examples: ***re***+try = retry ***re***+group = regroup
mis+spell = misspell ***mis***+trust = mistrust

We can also use a prefix to form the opposite of a word.

Examples: ***dis***+join = disjoin ***dis***+allow = disallow
un+tidy = untidy ***un***+clear = unclear

Exercise 4

A. Fill the blanks in the following exercise by using the prefix 're' with the appropriate given words. One has been done as an example.

tell do claim apply print arrange

1. The government is trying to *reclaim* land from the sea in Karachi.
2. The company had to __________ this book three times.
3. I advised my friend to __________ for a teaching position in our school.
4. My father likes to __________ his childhood stories to his grandchildren.
5. Saira and Khalida decided to__________ the furniture in their room.
6. The teacher told the class to__________ the exercise.

B. Fill the blanks in the following exercise by using the prefix 'mis' with the appropriate given words.

treat match behave understand place

1. When children ___________ they are often punished by their parents.
2. My brothers always ___________ their mobile phones.
3. There is a ___________ between their income and expenditure.
4. Many people ___________ their leader's message.
5. It is not right to ___________ servants.

C. Fill the blanks in the following exercise by using the prefix 'inter' with the appropriate given words.

national faith personal city dependent

1. The ___________ bus service is very good in some countries.
2. There is more ___________ travel today than about fifty years ago.
3. For success in any work good ___________ skills are needed.
4. The quality of goods and their price are ___________.
5. ___________ understanding is very important for peace in the world.

UNIT 4.4 WRITING

Paraphrasing a Poem

Paraphrasing can help you understand poetry well. The Four R's of Paraphrasing can be very useful while paraphrasing a poem.

Reword – Replace words and phrases with synonyms wherever you can.

Rearrange – Rearrange words within stanzas/ couplets to make proper sentences. You can even rearrange the ideas presented within stanzas/ couplets.

Realize – Realize that some words and phrases (e.g. names, dates, titles, etc.) cannot be changed, but you can present them differently in your paraphrase.

Recheck – Check to see that the paraphrase conveys the same meaning as the poem.

Exercise 1

Underline the following words in the poem:

longing	supplication	sparkling	attain
elegance	moth	supportive	suffering

Work with a partner and discuss the possible meanings of these words. Look up these words in the glossary at the end of the book to see if you have guessed the correct meaning.

Exercise 2

Next, paraphrase each couplet (two lines in a poem) of the following famous poem of Allama Iqbal. The first couplet has been paraphrased for you.

1. Oh Allah! I pray that my life should be like a candle.
2. Through my light should the world's darkness _______ and ____ sparkle wish my light.
3. Through me, my ____________ just like a _________.
4. I pray that just like ________________.
5. I pray that ________________ and ______________.
6. O God! _______________ and _________________.

Note for Teacher: Explain each of the four R's of paraphrasing to the students. You may choose another poem to explain these terms with example. Next, divide students in pairs. Ask them to underline the given words and discuss their meanings. After this discuss Exercise 2 with them and ask them to complete it.

UNIT 4.4 WRITING

A Child's Invocation

My longing comes to my lips as supplication of mine
O God! May like the candle be the life of mine!

May the world's darkness disappear through the life of mine!
May every place light up with the sparkling light of mine!

May my homeland through me attain elegance

As the garden through flowers attains elegance
May my life like that moth be, O Lord!
May I love the lamp of knowledge, O Lord!
May supportive of the poor my life's way be
May loving the old, the suffering my way be
O God! Protect me from the evil ways
Show me the path leading to the good ways

Translation of Allama Iqbal's Poem "*Lab pay ati hai dua*".



Exercise 3

Write the paraphrased poem in the form of a paragraph in your notebook.

Note for Teachers: Walk around to see that all the students are doing the task as required. After all the pairs have done the whole poem, ask each group to come and share the explanation of one couplet each

Application

Exercise 4

On a sheet of paper, write a letter to your principal requesting him/ her to allow your class to visit the Karachi Museum. Follow the sample given below.

1.The **address** of the person to whom the letter is written

2.**Greetings/ Salutation**: Dear followed by the person's position or name

3.**Closing**: Any of the words like sincerely, yours truly, thank you etc. can be used, written with a capital letter and followed by a comma

The Class Teacher

Class IX

ABC School

Karachi

Dear Teacher,

I shall not be able to attend school today because I am suffering from high fever. Kindly allow me a day's leave.

I shall be obliged.

Sincerely,

Sara Khan

Sara Khan
Student Class IX-A

4.The **body** of the letter: stating the purpose clearly, along with the request, suggestion, etc.

5.**Signature** followed by the name of the writer and his / her position.

After you have written, exchange your paper with your partner. Read each other's work and give feedback. Make changes in your application, if needed, based on the feedback given by your partner. Rewrite the corrected application in your notebook.

Note for Teachers: Remind the students about the rules of writing an application. Discuss the given sample, step by step, with them, by reading out the details given at the side and showing how these are written in the application.

UNIT 4.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Listening for Academic Purpose

We are listening all the time, but for academic purposes we need specialized focused skills. Here is a small activity for focused listening; it is story followed by exercise to check how well you have listened.

Exercise 1

Read the following 4 questions. Listen to the story when the teacher reads it and answer these questions. You are not allowed to ask questions when the story is being read.

1. Circle the characters of the story.
   hare tortoise fox dove stork
2. What was the relationship between the characters? Circle the correct answer.
   relatives friends neighbours siblings
3. Who served in the following utensils? Write the names of the characters in the space provided.



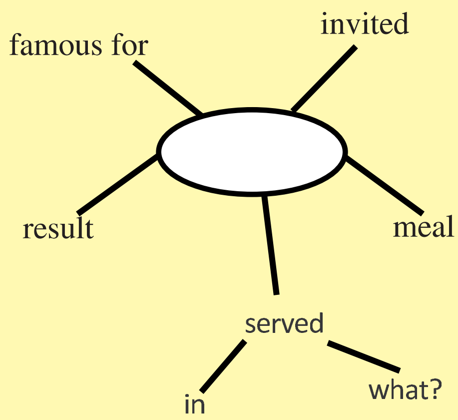


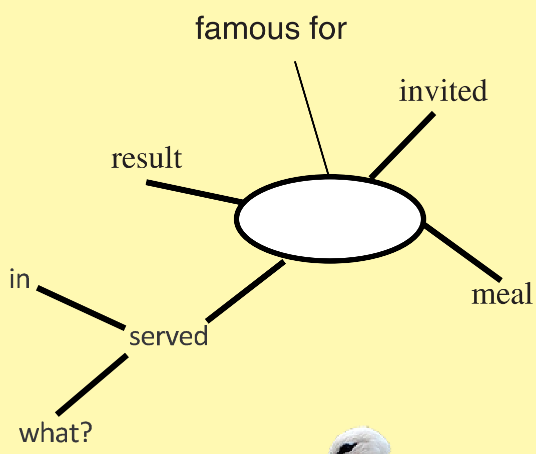
4. Tick the choices that the stork had according to the author.
   a) The stork could have invited other animals and served all of them in jugs.
   b) The stork could have served in a container suitable for the fox.
   c) The stork could have invited other animals too and served them all in containers suitable for each of them.
   d) The stork could have served in a bottle that had a broad base.

Note for Teachers: Tell the students that you will read a story there times. Each time they will have to do a different task. Tell them to listen carefully as for each task you will read the story only once. Also tell them that they are not allowed to ask any questions while you are readings they only need to complete the task in silence. Next, ask them to silently read the questions before you start reading the text. Read the text and ask the students to do Exercise 1. Guide them to keep moving and doing the exercise and to leave the sections that they cannot answer.

Exercise 2

Draw the following two spider webs in your notebook. Listen to the story again and fill in the required information in the two spider webs.





Exercise 3

Now write the following incomplete statements in your notebook. Listen to the story again and complete them.

1. The stork followed the rule of __________.
2. God tells us to ________________________.
3. The key message of the article is ____________.



Note for Teachers: Ask the students to draw the web in Ex. 2, in their note books. Then, read the text again and ask them to listen and fill in the information in the web. For Ex. 3, ask the students to write the incomplete sentences in their note books, leaving one line after each statement. Again read the text and ask them to do Exercise 3.

UNIT 4.5 STUDY SKILLS

Listening Text



Long ago, there was a stork and his friend the fox. They lived in a jungle. The fox was famous for being cunning. The stork, on the other hand, was known for being kind and gentle.

One day the fox invited the stork for dinner and served him soup in a dish. The stork was unable to have the soup because the soup has thinly spread out in the dish so he could not manage to have it with his long beak. He had to return home hungry.

Next week, the stork invited the fox for dinner and served fish in a narrow vase. The fox could not reach the fish at the bottom of the narrow vase and had to return home hungry.

This is called tit for tat. He did to the fox what the fox had done to him.

The question is: was this the best the stork could have done? Should the stork have behaved in the same manner as the fox? Couldn't he have behaved in a different manner?

The stork had many choices. He could have served the fox in a utensil that was suitable for him and could have set an example of true hospitality. Better still, he could have invited some other animals as well and could have served each one of them their favourite food in the utensils that would suit them.

The same is true for us human beings. We should also not follow 'tit for tat' with our friends and family. Our relationships will become better if we stop following the tit for tat rule. God tells us to replace the bad with the good. We must follow this rule. Let us promise that even if someone does something bad to us we will be good to them. This will make the world a better place.

UNIT 4.6 FUN

Note: For having fun with language. Not to be formally assessed.

Role Play of a Poem

Work in trios to plan your role play for the following poem by Allama Iqbal. One of you should read the poem, one should act as the mountain, and the third one should act as the squirrel. Each trio will have to present their role play in front of the class.

Discuss the meanings of these words then check their meanings from the glossary:

self-respect insignificant arrogant shrewd splendour pose
grandeur expel beetlenut Omnipotence

A Mountain and a Squirrel

A mountain was saying this to a squirrel
"Commit suicide if you have self-respect
You are insignificant, still so arrogant, how strange!
You are neither wise, nor intelligent! Not even shrewd!
It is strange when the insignificant pose as important!
When the stupid ones like you pose as intelligent!
You are no match in comparison with my splendour
Even the earth is low compared with my splendour
The grandeur of mine does not fall to your lot
The poor animal cannot equal the great mountain!"
On hearing this the squirrel said, "Hold your tongue!
These are immature thoughts; expel them from your heart!
I do not care if I am not large like you!
You are not a little thing like me

UNIT 4.6 FUN

Everything shows the Omnipotence of God
Some large, some small, is the wisdom of God
He has created you large in the world
And He has taught me climbing large trees
You are unable to walk a single step
Only large size! What other greatness have you?
If you are large show me some of the skills I have
Show me how you break this beetle nut as I can."
Nothing is useless in this world
Nothing is bad in God's creation.

(Translation of Allama Iqbal's poem "*Pahar Aur Gilareeh*")



Note for Teachers: Divide the students in groups of three. Tell them to underline the words given at the top in the poem and discuss their meanings and then check in the glossary. Next, ask them to read the poem to understand what it is about. Finally, they should divide the three roles, reader, mountain and squirrel, amongst them and practise the role play. Once the students have practised, ask each trio to come and present in front of the class.

MODEL TEST PAPER I (Units 1-4)

READING COMPREHENSION

Read the following passage and answer the questions below:

Galileo Galilei was born on 15 February 1564, in the town of Pisa, Italy. He was the first of six children of Vincenzo Galilei, a famous music composer and lutenist, an expert at playing the lute, a musical instrument. Galileo also learned to play the lute. It was probably because he observed his father experimenting with music, to create new music, from an early age that he acquired this attraction for experimentation. Moreover, the importance of time and rhythm in music required calculation, hence, he acquired an understanding of mathematics and its relationship with everything.

As a young man, Galileo thought of becoming a priest, and then a mathematician, but his father wanted him to become a doctor because a doctor earned a higher income than a mathematician. So he enrolled at the University of Pisa for a medical degree. However, after attending a lecture on geometry, he talked his reluctant father into letting him study mathematics and natural philosophy instead of medicine.

His interest in experimenting with different things started early. In 1581, when he was studying medicine, he noticed that a swinging chandelier took the same amount of time to swing back and forth, no matter how far it was swinging. When he returned home, he set up two pendulums of equal length and swung one with a large sweep and the other with a small sweep and found that they kept time together. However, it was almost one hundred years later, that the swinging pendulum was used to create an accurate timepiece.

Because he needed to earn money, Galileo began experimenting with different things, trying to come up with some sort of invention that he could sell for money. He had a little bit of success with his invention that was like a compass and could be used to measure plots of land. By this time, he had already experimented with pendulums and magnets. He had also created a thermoscope, an earlier form of the thermometer, and in 1586 he published a small book on the design of a hydrostatic balance that he had invented.

However, the invention for which Galileo is known is the telescope; the wonderful device that allows us to see from a distance. When he heard that a Dutch inventor had invented something called a spyglass, but was keeping it a secret, Galileo decided to work on one of his own. Within 24 hours, he had invented a telescope that could magnify things to make them appear ten times larger than real life.

His multiple interests included astronomy, the study of the universe and its contents. It was because of this interest that one night Galileo pointed his telescope toward the sky and made his first of many space observations. He noticed that the moon was not smooth, like everyone thought; it was covered in bumps and craters. As technology has improved, many others have made improvements on the telescope that Galileo first invented.

Galileo died on 8 January 1642, aged 77, after suffering from fever and heart palpitations.

Q.1. Read the text and complete the following sentences by selecting one word from those given.

I. The text is about a person who invented a ____________.

a) pendulum
b) timepiece
c) telescope
d) thermometer

II. Galileo was interested in ____________.

a) music
b) mathematics
c) medicine
d) metallurgy

Q. 2. The meanings of the following words are given in the text. Write down these words and their meanings.

a) lutenist
b) lute

c) telescope
d) astronomy

Q.3. The following sentences are wrong. Read the text and write the correct sentences.

a) Galileo was the sixth child in the family.
b) He took admission in the University of Italy.
c) He published a book on the design of a timepiece.
d) The invention for which Galileo is known is the pendulum.
e) Galileo died of heart failure.

Q.4. Read the text and complete the following sentences by giving reasons.

a) His father wanted him to become a doctor because ________________________.
b) He left his medical studies because _________________________________.
c) He wanted to invent something that he could sell because __________________.
d) Galileo pointed his telescope towards the night sky because ________________.

Q. 5. Read the text and answer the following questions.

a) What two things did Galileo probably learn when he saw his father creating music?
b) Why and when did he leave his medical education?
c) What did he invent to earn some money? What was its use?
d) How did he invent the telescope?
e) What was his first space observation?

GRAMMAR

Q.6. Rewrite the following sentences by correcting the punctuation and capitalization errors.

a. yes the sahara desert is a lonely hot and dry place said faseeh
b. hurrah the khans will invite us next year shouted akram with joy
c. im going to plant an apple tree. it will be fun said hannan
d. asif and his friends were having rice bread curry fried fish and noodles for lunch

Q.7. Fill in the blanks with articles, where necessary.

When Lubna got married she moved to ____ United States of America. Fifteen years later, she returned to Pakistan with her family and visited her brother, Essa. Lubna had two children, ____ boy and ____ girl, and Essa had two boys and ____ girl. Although ____ children had never met before, except through ____ e-mail, ____ two families had ____ great time together. ____children played games and ____ elders talked about their life, trying to catch up on fifteen years' news and gossips.

Q.8. Fill the blanks in the following sentences with words formed by using the suffix 'ment', 'ness' or 'al' with one of these words, as appropriate: sign, treat, kind

a. The employer showed his _____ by giving a big salary raise to all his employees.
b. They were finally given the _____ to start the construction on the new bridge.
c. He recovered fully after completing his _____.

Q.9. Fill the blanks in the following sentences with words formed by using the prefix 'un', 'in' or 'dis' with one of these words, as appropriate: complete, honest, healthy

a. One of our neighbours lost his job because he was _______.
b. We should avoid _____ food and exercise regularly so that we remain fit.
c. Our work was still _______ when the bell rang.

Q.10. Change the following negative sentences into affirmative and the affirmative ones into negative.

a. Did you give my message to your mother?
b. I like riding a horse when I go to the beach.
c. Aren't you coming to my sister's wedding?
d. Turn right at the end of the road.
e. They cannot cross this river without a boat.

Q.11. Change the voice of the following sentences.

a. Algebra was taught to us by Sir Sadiq.
b. Samina gave an impressive presentation.
c. The task was done well by the class.
d. They have written a letter.

Q.12. Complete the following second conditional sentences.

a. If I became a doctor ____.
b. Seema would be sad ____.
c. If I have enough money _____________________________________.
d. Javed could become a cricketer _______________________________.

Q.13. Fill the following blanks with 'can' or 'could'.

I __ speak Balochi quite well when I was a child, but now I __ speak only Urdu. I read somewhere that a child __ learn to speak five languages at a time; I wish I __ do that now. However, I think I __ manage to learn only one more language now. I wish one __ learn five languages easily at the age of forty!

WRITING

Q.16. Write an essay on any ONE of the following.

a. Use of mobile phones
b. Piles of garbage in populated areas
c. An accident that I saw

Q.17. Write any ONE of the following.

a. Write a letter to the editor of a newspaper complaining about the electricity shortage problems in your area.
b. Write an application to your class teacher requesting for leave to look after your sick mother.

UNIT 5 HEALTHY LIFE STYLE

What will I learn?

5.1 Reading

- Use pre-reading strategies to predict the content of a text from the title/ key words by using prior knowledge, asking questions and using contextual clues.
- Skim Text to have a general idea of the text.
- Infer themes/ main idea.
- Deduce the meaning of difficult words from context.
- Scan to answer short questions
- Make simple inferences using the context of the text
- Organise information using various organizational patterns

5.2 Listening and Speaking

- Express satisfaction and dissatisfaction politely.

5.3 Language Practice

- Identify and use simple and compound sentences.
- Revise the rules of and change the narration of statements, exclamations, wish, promises and hope

5.4 Writing

- Write a descriptive essay
- Clearly fill in various types of forms requiring basic information

5.5 Study Skills

- Use appropriate expressions and interviewing techniques to conduct and give short informal interviews to a friend on specific topics

5.6 Fun

- Creating a word chain

UNIT 5.1 READING COMPREHENSION

Pre-Reading

Work in groups of three and write down at least three health-related problems that people in your area face. Also, list down what steps should the people take to protect themselves from some of these problems.
Write these in your notebook in the format given below.



HEALTH PROBLEMS

Problem 1	Steps for protection:

Reading Text

Health Problems Caused by Mosquitoes

Malaria, dengue, and chikungunya, all three diseases are spread by mosquitoes. The symptoms of all these diseases are so similar that it can be quite difficult to identify them for sure without laboratory testing. But it is important to find out what the exact disease is for it to be properly treated. Let us try and understand something about the causes, signs and symptoms, similarities and differences, and the prevention of these diseases.

Malaria

Causes

Malaria is caused by plasmodium, a single-celled parasite, often transmitted by infected mosquitoes. It is injected into a person's circulatory system through the saliva of the mosquito.

The parasite infects the red blood cells until they burst. Then, the newly developed plasmodium from the burst red blood cells spreads and infects more red blood cells throughout the body, thus killing all the cells. This can lead to severe liver infection. Sometimes the infected red blood cells become "stickier" than usual and clot easily, which can lead to stoppage of blood flow to the brain causing cerebral malaria.

Signs and symptoms

Malaria is recognised through high fever. The temperature may reach as high as 40 °C (104 °F). Fever is often accompanied by chills, and may also include sweating. Patients may also suffer from constipation, kidney dysfunction and disorientation.

Dengue

Causes

There are four types of dengue viruses, all of which are spread by mosquitoes. An infected mosquito spreads the virus through its saliva when it bites. Dengue can also be transmitted from one human to another. For example, infected blood used in a blood transfusion can cause dengue. It can also be caused by organ donation and can even be transmitted from the mother to the child.

Once the virus enters the body it circulates around the body, attacking white blood cells and other antibodies, thus affecting the immune system. The virus further replicates within the cell until the cell bursts and dies. The death of the white blood cells results in leakage of other fluids from the cells, leading to low protein, fluid in the lungs and in the stomach area, low blood pressure, shock, and eventually death.

Signs and symptoms

High fever is followed by severe body pain. Pain behind the eyes and decreased urine output is also common. Dengue-related eye pain often increases with bright light. Patients may also feel respiratory difficulties and intense headache. As the fever decreases, skin rashes may start to appear.

Another symptom is excessive bleeding, as the virus attacks the capillaries, the smallest blood vessels in the body. When the capillaries burst, blood escapes

from the blood stream. In severe cases, bleeding is common in the nose and gums. The loss of blood can lead to decreased blood pressure, and may, eventually, lead to internal bleeding, shock, and death.

Chikungunya

Causes

This virus is also transmitted through mosquitoes. These mosquitoes live and breed near stagnant or polluted water and infect humans with their bite. Although the disease is not contagious, it can spread from an infected person to others if the mosquito feeds on the infected person first and then bites other people.

The chikungunya virus infects the muscle cells of the body. It stays there and reproduces until the cell dies. It then finds a new host cell to infect.

Signs and symptoms

Chikungunya usually attacks the muscles, joints, skin, connective tissues, and even the central nervous system. It is usually accompanied by fever and skin rash. The skin rashes are almost identical to the dengue rashes. The patients may also suffer from headache, nausea and vomiting. Because the virus destroys cells in the muscles and joints, patients experience muscle weakness and joint pain, which can be severe. Partial loss of taste is also reported by many chikungunya patients.

The disease is rarely fatal and the virus remains in the system for 5-7 days. Once one recovers from this infection, one is immune to it for the rest of one's life.

Similarities and Differences in the Signs and Symptoms of the Three Diseases

The chikungunya virus is transmitted by the same mosquitoes that spread the dengue virus. Both chikungunya and dengue have almost identical symptoms and disease processes; so much so that one can be mistaken for the other. Both display joint pain; however, joint pain and inflammation caused by

chikungunya are more intense and pronounced. On the other hand, low platelet count, high bleeding risk, and pain behind the eyes are the main symptoms of dengue.

The main symptoms of malaria are chills/shivering, followed by fever/sweating. These symptoms usually occur every two days.

Prevention

Since there are no vaccines or medical ways to prevent these diseases, here are a few useful suggestions for protecting oneself from these diseases:

- Wear clothes that will keep you fully covered
- Use net coverings
- Live in hygienic surroundings
- Ensure that there is no stagnant water, whether clean or dirty, in your locality, not even in uncovered buckets, pots, cans or other things
- Apply good quality mosquito repellent lotion or and any one of the natural repellent products
- Take extra precaution from dawn to dusk
- Seek medical help as soon as possible

All these diseases, that is, malaria, dengue and chikungunya affect a person's health. They affect the quality of one's work because it takes some time to recover from the weakness caused by them. Since they are all preventable and curable, it is important that we take all possible steps to protect ourselves and our family from these diseases. Moreover, we should seek immediate medical help if we observe symptoms of these diseases because the earlier they are treated the quicker is the recovery.

While Reading

Exercise 1

Tick the right answer. The text is about:

a) The life cycle of a mosquito
b) Different kinds of dangerous mosquitoes
c) Diseases caused by mosquitoes
d) Use of pesticides for mosquito control

Exercise 2

Circle the diseases mentioned in the text

tuberculosis	diphtheria	cholera	yellow fever
jaundice	malaria	tonsillitis	chikungunya
hepatitis	dengue	influenza	cerebral malaria

Vocabulary

Exercise 3

Read the text. Find the following words and underline them.

parasite	transmitted	saliva	clot
chills	constipation	dysfunction	disorientation
transfusion	antibodies	immune	respiratory
stagnant	contagious	nausea	fatal
display	inflammation	intense	pronounced

Next, work with a partner and try to guess their meaning from the context. After you have discussed the meanings of all these words, check your answers from the glossary given at the end of this book.

Exercise 4

Work in pairs and see how many of these words you can use in your own sentences. The pair that will make the most correct sentences will be the winner.

Exercise 5

Read the text and select the correct answer from the options given.

1. It is important to find out what the exact disease is so that
   a. the patient can rest
   b. we can tell everyone about it
   c. it can be treated properly
   d. the patient can decide what to do

2. The malaria parasite attacks the
   (a) white blood cells (b) brain
   (c) stomach (d) red blood cells

3. Once the dengue virus enters the system it affects the
   (a) immune system (b) digestive system
   (c) circulatory system (d) nervous system

4. In severe cases of dengue,bleeding may occur in the
   (a) eyes and ears (b) brain
   (c) stomach and intestine (d) gums and nose

5. Chikungunya patients usually have fever with
   (a) shivering (b) rashes
   (c) bleeding (d) chills

Post Reading

Exercise 6

Read the text and complete the following table in your notebooks.

Disease	Source(s) of Transmission	Organs/ Cells Attacked	Symptoms

Exercise 7

Discuss the following questions with your partner and write down the answers in your notebook.

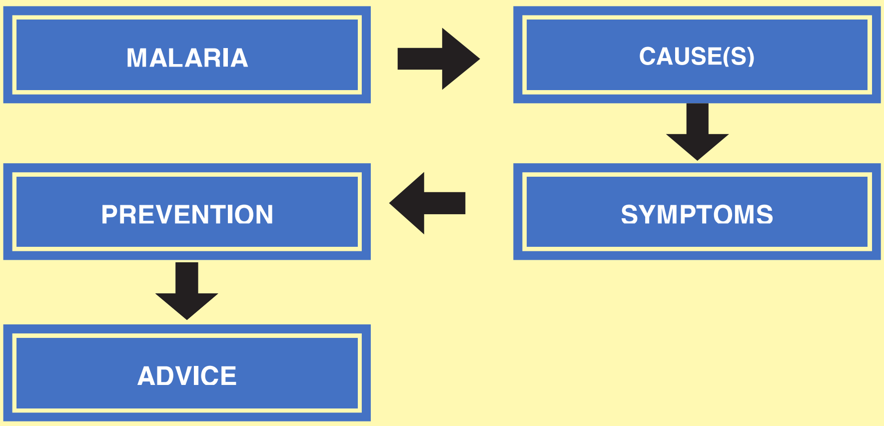
1. What are the most common diseases caused by mosquito bites?
2. Which specific part of the body becomes highly infected in Cerebral Malaria?
3. What can lead to severe liver infection when one has malaria?

4. How is the immune system affected through dengue?
5. How often can one get infected with chikungunya? Why?
6. Which two of the three diseases have similar symptoms? What are these?
7. How often does one have fever and chills when one has malaria?
8. How do all these diseases affect our life?
9. How can we protect ourselves from these three diseases?
10. What should we do if we want to recover quickly from these diseases?

Exercise 8

You have heard on the news about the spread of malaria, dengue and chikungunya in the nearby villages. You talk to your classmates and all of you decide to launch a campaign in your area to create awareness about these diseases. What will you do?

Work in groups of three. Each group should develop a flow chart of one disease: malaria/ chikungunya/ dengue that will help you create awareness amongst your friends and neighbours about the diseases. You can follow the flow chart given below.



Note for Teachers: Divide the students in groups, with at least four students in each group. You can number all the groups as 1, 2, and 3. All number 1 groups should be asked to develop a flow chart on malaria, number 2 groups on dengue and number 3 groups on chikungunva. Tell them to follow the flow chart given above.

UNIT 5.2 LISTENING AND SPEAKING

Focus: ***Express satisfaction/ dissatisfaction (fully and partially) politely***

Exercise 1

Work in pairs. One student should take the role of Shama and the other that of Ahmer. Practise the dialogue given below orally; do not read it. After practising it two to three times, switch roles and practice again. Add one more dialogue of your own.

Ahmer: Are you satisfied with the way the teacher explained the poem today?

Shama: Well, to tell you the truth, I didn't really understand what he explained. I still have a number of things to ask him. What about you?

Ahmer: No, I'm dissatisfied. I don't think the teacher was prepared. But yesterday he explained the vocabulary very well. What do you say?

Shama: You're right. The class was fun. I loved the way he made us all get up and move around to find the right meanings.

Ahmer: ……………………………………………………………………..

Shama: ……………………………………………………………………...

Expressing satisfaction	**Expressing dissatisfaction**
I'm/ I was extremely happy with..........	I'm not/ I wasn't happy with......
I really enjoyed	I am/ was very disappointed with.......
I loved the way in which	I don't/ didn't like the way.......
I am / was very satisfied with	I am/ was very dissatisfied with ……

Note for Teachers: Walk around and encourage the students to say the dialogue orally. Initially they may look at the dialogue before saying it, but then they should speak, not read. Guide them in adding their own sentences expressing satisfaction/ dissatisfaction.

UNIT 5.2 LISTENING AND SPEAKING

Exercise 2

Work in pairs. Use one of the contexts below to practise expressing both satisfaction and dissatisfaction. Discuss what each one of you will say and practise dialogue. Each pair will be asked to role play their dialogue in front of the class. Each one of you should speak 3-4 sentences.

You may use the phrases given in the boxes or use any other expressions to show your satisfaction/ dissatisfaction. Both of you should express your views.

1) Sharif and Rayan took a train to Multan. They had reserved seats in the air conditioned compartment. Mostly, things were very good and the seats were comfortable. However, when the train started, they found that the air conditioning wasn't working. They called the caretaker and told him about their satisfaction with some of the things and expressed dissatisfaction with the air conditioning.

2) The power supply system in your area is generally good. When you have a problem and complain, the issue is solved in a timely manner. However, there has been a power breakdown around your neighbourhood for 48 hours and the problem has not been solved in spite of repeated complaints. You and a group of neighbours go to the electricity department to complain. A spokesman has been identified from your group for talking to the person at the complaint centre. Remember to express satisfaction with things generally and dissatisfaction currently.

3) You are a teacher in the school. Your student, Khalid, usually does very well in all the tests. But in the last couple of tests his performance has been unsatisfactory. Call him and express your satisfaction with his work generally and dissatisfaction with the way he has been performing lately. Ask him how he feels about his own progress.

Note for Teachers: Divide the students in pairs. Ask each pair to call out a number from one to three. Each pair should use the context according to their number and practise expressing both satisfaction and dissatisfaction, according to the given scenario. Those who called out number one will work on context one, those who called out number two will work on context two, and so on.

Tell them to discuss what each one of them will say and practise the dialogue. Once they have practised, call each pair to come up and role play their dialogue in front of the class.

UNIT 5.3 LANGUAGE PRACTICE

Simple and Compound Sentences

In English, we use three main types of sentences: simple, compound, and complex. Use of a variety of sentences makes the writing more interesting. Here we will discuss two types of sentences, simple and compound.

A **Simple Sentence** has one subject and one predicate.

My mother is a good cook.

In a **Compound Sentence** two complete sentences are joined together by a *comma* + conjunction: *and*, *but*, *for*, *because*, *or, nor,* etc.

My mother is a good. She cannot stitch well.

Exercise 1

Look at the sentences in the table below. Against each sentence put a (√) mark in the column that identifies whether it is a simple or a compound sentence. The first one has been done for you as an example.

No.	Sentence	simple	compound
1	This year has started on a positive note for the students.	✓	
2	The classrooms smell of fresh paint, as they were painted during the holidays.		
3	The students love the newly painted classrooms, and they like the newly polished desks.		
4	Their motivation has increased and their enthusiasm is clearly visible.		
5	Most of the students come to school regularly now.		
6	They actively participate in various class activities.		
7	The students enjoy being outdoors, because they all like sports activities.		
8	They are happy with the new look of the school, but they are not happy with the sports facilities that they have.		
9	They have requested their principal for better sports and game facilities.		
10	The students are hopeful that they will have good facilities soon, because their principal has promised that new play grounds will be developed.		

Exercise 2

In the exercise given below, join the two sentences to form a compound sentence, using any conjunction: and, but, for, because, as, so, or, nor, etc.

Write the compound sentences in your notebook. Compare your answers with your partner's answers and make any changes, if needed.

a. Najma and Rehana studied very hard. They both got A grades in their exams.
b. Her father is a pilot. He has flown many different types of planes.
c. Our car is very old. Its engine is in good condition.
d. The boys were playing cricket. It was the first day of their summer vacations.
e. My brother is a good artist. He cannot sing at all.
f. You may buy only a new dress now. You may buy a new dress and new shoes next month.
g. The baby cannot walk. The baby can crawl very fast.
h. I love gardening. I can grow my own fresh vegetables.
i. The flowers in this pot are very colourful. The flowers in your garden have a lovely fragrance.
j. This book is very informative. It is also very interesting.

Exercise 3

Work in pairs and write sentences in your notebooks by following the steps given below.

Step1: Write 8-10 simple sentences about the people and things in your classroom.

Our classroom is very big.

Samir is reading a book.

Step 2: Write one more simple sentence for each of the sentence that you have written, as given in Exercise 2 above.

Our classroom is very big. It does not have enough light.

Samir is reading a book. He seems to be enjoying it.

UNIT 5.3 LANGUAGE PRACTICE

Step 3: Join the simple sentences to form compound sentences.

Our classroom is very big, but it does not have enough light.

Samir is reading a book, and he seems to be enjoying it.

Exercise 4

Sabiha keeps repeating the same words in her letter to her friend Munira. Help her write a mix of simple and compound sentences to make her writing interesting.

Work in pairs and rewrite the letter in your notebooks. Decide which parts should be simple sentences and which should be compound sentences. You may remove some of the words that you think are not needed or replace some of them.

Sabiha's letter to Munira.

I have some exciting news for you about my town. There is a 'Housing boom!' in our town. Builders are building new houses. They are planning to build at least 300 new houses. These houses are small. They can easily accommodate single families. The houses will be mainly two storeyed. The people of our town are really excited. The people of our town think that the town needs new people and new business. It will be nice to have new people and new friends.

More people will mean more progress for our town. More people will require more facilities. New roads will have to be built. More transport facilities will be required. We will have to build more schools. We will also need to build more colleges. The town will need more shopping areas. The town will also have to provide other facilities. New water and electricity facilities will have to be provided.

Some people are not so happy. They feel that more people will make the town crowded. There will be more electricity problems. There will be more pollution. There will be more garbage in the town. There will be more vehicles and factories. Travelling in the town will take a longer time. There will be more traffic.

UNIT 5.3 LANGUAGE PRACTICE

The houses will be built soon. The houses are expected to be built within two years. Many people are interested. Many people want to buy a house in our town. The town is being connected to the port through a new highway. The town is near a river. Water can be supplied easily to the town from the river. Many people have already selected their property. There are still properties available. Those interested in buying a house should hurry. All the houses will soon be sold. People can contact the builders. The builder's office can give them more details.

REVISION: Change the narration of statements, exclamations, wishes, promises and hopes

You have learnt the rules about changing statements, requests and orders in earlier classes. Here are some basic rules once again.

Tense Rules for changing from direct to indirect

Direct Speech	Indirect Speech
present simple / present continuous / present perfect / present perfect continuous	past simple / past continuous / past perfect / past perfect continuous
past simple / past continuous / past perfect	past perfect / past perfect continuous past perfect
past perfect continuous	past perfect continuous

Exclamations, Wishes, Promises, Hopes

Direct Speech	**Indirect Speech**
said + exclamation mark	exclaimed
said + wish	wished
said + hope	hoped
said + promise	promised

UNIT 5.3 LANGUAGE PRACTICE

Exercise 5

The following exercise has some statements, exclamations, wishes, hopes and promises in direct speech. Change them from direct to indirect speech and write them in your notebooks. Once you have completed, discuss your answers with your partner.

1. "I have many friends and I have to invite all of them tomorrow," said Abid.
2. Reshma said, "I hope I will get admission in the medical college this year."
3. "I wish I had ten hands and a hundred fingers to do all this work," said Feroza.
4. The student said, "I promise I will do my homework regularly from today."
5. "They want to buy a new car," said the lawyer, "but they don't have any money."
6. "We hope we will be able to get permission from our parents," said the children.
7. "I never thought that a son of mine would get such bad marks!" said his father.
8. The blind boy said, "I wish I could see this interesting match on the television."
9. "Next week, we promise, we will clean the whole house," the children said to their parents.
10. "Our team has won the champion's trophy here for the first time!" said the coach.

Note for Teachers: Remind the students about the rules related to the narration of statements, exclamations, wishes and hopes learnt earlier. Some of the key rules are mentioned in the given boxes. Use some additional examples to explain the rules. Then ask the students to do the exercises.

UNIT 5.3 LANGUAGE PRACTICE

Exercise 6

Work in pairs, read the following story and put all the direct speech sentences into indirect speech. The story has statements, exclamations, wishes, promises and hopes. Make sure you follow the rules related to changing these different types of sentences.

Avoiding Criticism

Nasrudin and his son were travelling with their donkey. Nasrudin preferred to walk while his son rode the donkey. Soon they passed a group of bystanders, and one of them said, "This boy is so selfish. He is riding on a donkey while his poor old father is forced to walk alongside."

"This is so disrespectful," said another man. "What a horrible and spoiled child!"

Nasrudin and his son felt embarrassed, so they changed places – this time Nasrudin rode the donkey while his son walked. "I hope I am doing the right thing now," he said to himself.

Soon they passed another group of people. Seeing them, one of them exclaimed, "The poor young boy has to walk while his selfish father is riding the donkey! He is a heartless parent!"

Nasrudin was upset to hear this. "I wish people would mind their own business," he said.

Since he wanted to avoid any further comments, he decided that both he and his son would ride the donkey at the same time. As they both rode, they passed another group of people. "That man and his son are so cruel," one bystander commented. "They are forcing that poor donkey to bear the weight of two people. They should be put in jail for this act."

Nasrudin heard this and told his son, "The only way we can avoid people's comments is that we both walk."

"I suppose you are right," the son replied.



"I promise, nobody will be able to say anything to us as we are doing the right thing this time," said Nasrudin happily.

So they got off the donkey and continued on foot. But as they passed another group of people, they heard them laughing. "These people are so stupid that both of them are walking in this heat and neither of them is riding the donkey," they said. "What foolish people they are!"

UNIT 5.4 WRITING

Descriptive Essay: Further Practice

A descriptive essay describes a person, place or thing. It includes important details about the person, place or thing in such a manner that the readers can create a picture in their mind about the object being described.

In Unit 1.4 you were asked to write a descriptive essay describing a place. Now you have to write a descriptive essay describing a person.

Exercise 1

Work in pairs and write a descriptive essay of at least four paragraphs, on one of the following topics in your notebook:

1. My favourite Aunt / Uncle
2. A teacher that I remember
3. Our school principal
4. My grandmother/ grandfather

First, read and discuss the box in Unit 1.4 once again for tips on how to describe people. Next, follow the guidelines in exercise 2 of unit 1.4.

After you have written your essay, exchange your notebooks with another pair. Read each other's essay and give critical feedback. Incorporate the feedback received and rewrite the essay in your notebook.

Filling a simple form

Exercise 2

Read the brochure below and complete the form given below it.

Celebrating Health Day in School

Attention Students!

We are having a Health Day celebration in school. It will be a fun-filled event for all students and their families.

Date: April 07, 2017

Time: 8:30 am – 2:00 pm

Venue: Our School

Activities:

- Health information talks
- Short films
- Medical check-up
- Eye test
- Blood grouping
- Dental check-up
- Weight and height measurement
- Information leaflets on health and hygiene.
- Health and nutrition information

Fill in the form below to register for this FREE Health Day celebration. You may invite your family and friends to this celebration.

Health Day Registration Form

Health Day Celebration Registration Form No. ________

USE BLOCK LETTERS TO FILL THIS FORM

Name: ______________________ S/o, D/o ______________________________

Father's CNIC No: ____

Address: ____

Class: ______________Section___________Roll No _______________________

Age: _______________________Gender: ____________________________________

Activities that you are interested in:_____________________________________

____

Number of people who will accompany you: ____________________________

UNIT 5.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Informal interviews

In an interview, one person asks questions to find out some answers, while the other person responds to these questions. Friends sometimes interview each other in an informal manner to understand an issue or problem that one of them is facing.

If you have to informally interview a friend on a specific topic, here are some tips that can help you.

- Prepare and ask relevant questions
- Use appropriate reciprocal language effectively
- Take notes and compile the responses
- Display appropriate body language and posture

Similarly, for giving an informal interview, here are some basic tips:

- *Listen attentively to the question; seek clarification, if needed*
- *Choose your words carefully while answering the questions*
- *Make sure that the interviewer understands what you are saying*
- *Use correct intonation and display appropriate body language*

Note for Teachers: Ask the students to silently read the above tips. Then discuss them with the entire class, one by one. Invite students to add any other points that come to their mind.

UNIT 5.5 STUDY SKILLS

Exercise 1

Work in pairs and ask each other the following questions. One student should play the role of student A and the other of Student B. First, read the dialogue below and think of the answers that you will give to each other, then, start asking the questions. The student asking the questions should note down the answers given.

Student A: You look quite stressed, what's the problem?
Student B: The problem is *that we are short of money and I can't pay my fees.*
Student A: Since when have you been worried?
Student B: Ever since my father told me that ……………..
Student A: Have you talked to anybody about this?
Student B: No, I don't know ………………….
Student B: Who do you think I should talk to?
Student A: Well, you could talk to ……………… Maybe, someone can help.
Student B: What should I do in the meantime?
Student A: You should ………………………
Student B: Do you think I will be able to arrange something?
Student A: I'm sure …………………………

Exercise 2

Work in pairs and select one of the following situations for an informal interview, or you can think of another situation by followed by the above situation.

- Your friend has severe fever
- Cleanness of toilets in schools
- Your brother wants to buy a mobile phone

Now follow these steps:

- Discuss how you will deal with the situation
- Prepare three to four questions that you will ask your partner
- Informally interview each other
- Prepare notes on the basis of the answers that you receive
- Report to the class

Note for Teachers: As the students are doing Exercise 1 and 2, walk around and guide students, if they are having any difficulty. Provide hints, where needed, to help students proceed with the task.

UNIT 5.6 FUN

Note: For having fun with language. Not to be formally assessed.

Vocabulary building

Work in groups of four. The teacher will put one word on the board and you will have to write a new word beginning with the last alphabet of the previous word. You cannot repeat the words. Your word should have minimum four letters.

The group with the most correct words will be declared the winner. You have ten minutes to do the task.

Example: chai**n** → **n**umbe**r** → **r**in**g** → **g**ro**w** → **e**lephan**t** → **t**hin**k** →

In this example you can see that the last alphabet in the first word 'chain' is 'n'. so, the next word has to begin with 'n', 'number'. The last alphabet is 'r' so the next word begins with 'r', 'ring', and so on.

Follow these steps:

1. Work in groups of four
2. Select the person who will write the words on the paper
3. Also decide who will go and read the words
4. Take a piece of paper
5. Write the names of all four group members on it
6. Copy the word that the teacher writes on the board
7. Start writing the words
8. Make sure every group member participates

Note for Teachers: Divide the class into groups of four. Using the given example, explain to the students what they have to do, so that all the students understand the rules. Ask them to select two persons from their group: one will write the words on the sheet, the other will read the words in front of the class.

Write any word with five or more letters on the blackboard. Check the time and tell the students that they have 10 minutes in which to write as many chain words as they can. Tell them that they can use a word only once.

After ten minutes, collect the paper from all the groups. Ask one student from each group to come and read their words in front of the class. Remove all incorrect words as they are read.

UNIT 6 GENDER EQUITY

What will I learn?

6.1 Reading

- Use pre-reading strategies to predict the content of a text from the title/ key words by using prior knowledge, asking questions and using contextual clues
- Skim Text to have a general idea of the text
- Scan for facts and opinions
- Deduce the meaning of difficult words from context
- Identify viewpoints/ ideas and issues
- Make simple inferences using the context of the text
- Identify the following question types and to respond orally and in writing
    - Literal/ textual/ factual
- Explore viewpoints/ ideas
- Explore causes and consequences of a problem or an issue and propose solutions

6.2 Listening and Speaking

- Asking for and expressing preferences, by giving reasons

6.3 Language Practice

- Explore the use of synonyms with various meanings in simple sentences
- Revise the use of since and for

6.4 Writing

- Write a narrative essay of at least four paragraphs on a given topic, describing an event or incident, following the conventions of essay writing
- Use summary skills to write a summary of a simple passage

6.5 Study Skills

- Developing an article based on key points

6.6 Fun

- Taking social responsibility

UNIT 6.1 READING COMPREHENSION

Pre- Reading

Discuss the following questions with the students:

1. The title of the text is **The Role of Women in Pakistan's Creation and Development.** What do you think the lesson will be about?
2. Can you think of names of some famous women in Pakistan's history?
3. Can you think of some names of women who have recently achieved fame in Pakistan?
4. Read the names of the women given in the table below and tick the smiling face (☺) column if you have heard of them or the sad face (☹) column if you don't know about them.

No.	Famous Women of Pakistan	☺	☹
1.	Fatima Jinnah		
2.	Lady Sughra Hidayatullah		
3.	Lady Nusrat Haroon		
4.	Anita Ghulam Ali		
5.	Samina Baig		
6.	Bilquis Edhi		
7.	Begum Jahan Ara Shahnawaz		
8.	Begum Ra'ana Liaquat Ali Khan		
9.	Bi Amman		
10.	Rosheen Khan		

Reading Text

The Role of Women in Pakistan's Creation and Development

Sana was sitting silently on the last bench of her classroom. Aliya was sitting next to her, and noticed a confused expression on her face. She asked, "Sana, what are you worried about?"

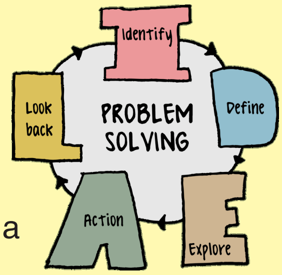
Note for Teachers: The students should not be asked to open their books until the teacher has asked the initial three pre-reading questions. They should be asked to open the book for doing question 4 and then for reading silently.

UNIT 6.1 READING COMPREHENSION

“Aliya, I don’t have a computer! How will I gather the information for our social studies assignment, ‘Important Women of Pakistan’?” Sana replied.

“Don’t worry! All of us will sit together during the recess and divide the task amongst ourselves. You can bring the information from the school library.”

“Yes! I can do that!” Sana nodded. Aliya smiled.



During the recess, the members of Sana’s group took their lunch boxes and sat under the tall, shady, *neem* tree, which was their favourite spot. The group leader, Aliya, started off like an expert planner.

“Do you remember our science teacher taught us a problem-solving tool, called IDEAL?”

Everyone replied, “Oh yes, we do. But it is used for science.”

Sameer said, “No, it’s a tool for solving all kinds of problems and for planning too.”

Ahmad explained, “First of all, we identify what the problem is. Then, we define what exactly we want to do to solve the problem. Next, we try and find out as much as we can about how to solve it. After that, we take the best possible action to try and solve it. Finally, we look back to see whether the problem has been solved or not.”

“So,” said Hania, “Our problem is doing the assignment for which we need to find information from different sources.”

“Exactly,” said Aliya. “We also need to decide who will do what and then prepare and give our presentation.”



Next, Aliya told everyone to brainstorm and make a list of the women that they would like to work on. Everyone took out a sheet of paper and wrote many names. The list was very long. Finally, after a lot of discussion, they agreed on six names.



Sana said, “I will bring information on Fatima Jinnah from the library books.”

Sameer said, “My elder brother, Waqar bhai, has a laptop so I can bring information from the internet.”

UNIT 6.1 READING COMPREHENSION



Aliya suddenly realized that Razia was sitting quietly and had not shared her opinions with the group. So she asked, “Razia what about you, which source can you access?”

Razia replied shyly, “My father sells newspapers. I will ask him to bring old and new newspapers for this assignment.”

“That would be great!” everyone exclaimed simultaneously.



“I will use my uncle’s smart phone to gather the required information,” said Ahmad.

“What is a smart phone? How will you search information on a phone?” asked Sana.

“It’s a mobile phone that has a touch screen instead of a keyboard for performing different tasks and we can use internet on it also,” explained Ahmad, with actions.



Aliya informed that her mother had a big collection of magazines – she would use them for this assignment.

Hania said that she would get information from some journals and books.

Finally, they divided the list of the famous women amongst themselves and agreed to meet again with the information on the following Monday.

In the next meeting, they shared their material and rehearsed their presentations



On the project day, they gave marvellous presentations becaus the group members had done their jobs very well.

Below is the information that they had gathered through the various media sources.

UNIT 6.1 READING COMPREHENSION

Some Famous Pakistani Women

Mohtarma Fatima Jinnah (1893-1969)



She was Quaid-e-Azam Mohammad Ali Jinnah's younger sister. She helped him in the struggle for the establishment of Pakistan. She left dentistry to live with her brother and support him. Her support continued for about 28 years, including the last nineteen, tiring years of his life.Through her, the Muslim women of the sub-continent were able to interview Mohammad Ali Jinnah and seek his guidance. The grateful nation gave her the title of Madr-e-Millat which means 'Mother of the Nation'.

Resource used for gathering information: Library Books
Presenter: Sana

Begum Ra'ana Liaquat Ali Khan (1905-1990)



She worked as an honorary secretary and typist to her husband, Liaquat Ali Khan, because at that time the Muslim League could not afford the salary of a secretary. She arranged meetings of the Muslim League women with the wife and daughter of the Viceroy so that they could explain to them the issues and problems related to Muslim women. She also organized the Muslim voluntary service and, later, the women's National Guards, consisting of three battalions, with 2400 girls, in which, she herself held the rank of a Brigadier. She is also the founder of the All Pakistan Women Association (APWA).

Resource used for gathering information: Internet (laptop)
Presenter: Sameer

UNIT 6.1 READING COMPREHENSION

Begum Jahan Ara Shahnawaz (1896-1979)



She represented the Muslim women at the three Round Table Conferences held in London. She was the first woman to make a speech in London 's Guild Hall. She also travelled widely and explained to the people of other countries, why the Muslims in India wanted a separate state.

Resource used for gathering information: Newspapers
Presenter: Razia

Professor Anita Ghulam Ali (1934-2014)



She was a popular newscaster of the English news and a well known teacher of her time. She also wrote several articles and books. She served twice as the Sindh Minister of Education, in addition to being the Minister of Culture, Science and Technology and Youth and Sports. Professor Anita Ghulam Ali was also the founding manager of the Sindh Education Foundation, Government of Sindh. Under her leadership, the Foundation played a remarkable role in promoting quality education and in bringing many out of school children to school, particularly in the rural areas of Sindh.

The government of Pakistan recognised her tremendous contribution to the cause of education. She was awarded the Pride of Performance and Sitara-e-Imtiaz for her life time contribution to Education.

Resource used for gathering information: Internet Smart Phone
Presenter: Ahmad

Bilquis Bano Edhi (1947)



She is a philanthropist who is also trained as a professional nurse. She is the widow of Abdul Sattar Edhi, who was a renowned social worker. She now heads the Edhi foundation which provides nationwide support and care to the public, such as shelter homes and ambulance services.
She has received Hilal-e-Imtiaz from the Government of Pakistan in recognition of her tireless efforts for the betterment of the society. She has also been named the mother of Pakistan.

Resource used for gathering information: Magazines, journals and books
Presenter: Aliya

After the presentations the teacher appreciated the effort the students had put in and invited everyone to comment on the presentations. Sadia stood up and commented that the information about these women had inspired her to dream big and to work for the nation. The teacher then asked a few students to share their future dreams with the class.

Maryam shared that she wanted to be an educationist like Anita Ghulam Ali, and her grandmother, who was also an educationist. She expressed her wish to work for the improvement of female education. Next, Hira told her class fellows that she wanted to be a philanthropist like Bilquis Edhi and wanted to protect girls from all troubles. Daniyal added that, like Abdul Sattar Edhi, he would like to help all human beings in trouble.

The teacher was very happy to see the enthusiasm of the future leaders of the country.

Note for teachers: Explain the importance of National Guards. National guards are a reserved paramilitary force, prepared to safeguard the nation.

UNIT 6.1 READING COMPREHENSION

While Reading

Exercise 1

Write the answers to the following questions in your notebook.

1. How many students were there in Sana's group? Write their names.
2. How many famous women of Pakistan are mentioned in the text? Write their names in the order of appearance in the text.
3. How many students shared their dreams at the end of the presentations? Write their names.

Vocabulary

Exercise 2

Work in pairs, find the following words in the text and underline them.

opinions	access	simultaneously	rehearsed
contribution	philanthropist	renowned	recognition
tireless	inspired	enthusiasm	

Now, try and guess the meanings of these words. Share your guesses with your partner. Check the meanings from the glossary given at the end of the book.

Exercise 3

Do the following exercise in your notebook. Fill the blanks using all the words given in exercise 2. You can use each word only once. The first one has been done as an example.
After you have finished, compare your answers with your partner.

1. My brother decided to become a soldier because he was *inspired* by my uncle's disciplined way of life.
2. There are many charitable institutions in Pakistan that are funded by __________.
3. The whole class __________ said 'Yes' when the teacher asked if they wanted to go for a picnic.
4. Every year, the government awards titles to people in __________ of their services in different fields.

5. My father always asks for our __________ before buying any new furniture or other household things.
6. Our principal praised all the students for their __________ to the flood relief fund.
7. Everyone clapped with __________ when the small children ran in the race.
8. Our group ________________ many times before the finals of the folk song competition.
9. Pakistan was created through the __________ efforts of many Muslims working under the leadership of Quaid-e-Azam.
10. All the children in Pakistan should have __________ to quality education.
11. Allama Iqbal is a __________ poet of the sub-continent.

Exercise 4

Do you remember what each letter stands for in the IDEAL problem solving tool and what it means? Read the text and complete the following statements. Write all the five complete statements in your notebook. The first one has been done as an example.

I stands for *Identify*. Here we *identify the problem*.

D stands for ___________. Here we ___________________________.

E stands for ___________. Here we ___________________________.

A stands for ___________. Here we ___________________________.

L stands for ___________. Here we ___________________________.

Exercise 5

Read the text and tick the correct answer.

1. Which of the following sources of information were not used by the students?
   a) Laptop and internet
   b) Newspapers and magazines
   c) Books and smart phone
   d) Radio and television (TV)

2. Madr-e-Millat means:
   a) Leader of Asia
   b) Leader of the nation
   c) Mother of the nation
   d) Pride of the nation

3. The first woman who represented the Muslim women in three round table conferences in London was:
   a) Begum Jahan Ara Shahnawaz
   b) Bilquis Edhi
   c) Fatima Jinnah
   d) Begum Ra'ana Liaquat Ali Khan

4. Bilquis Edhi was awarded:
   a) Hilal-e-Imtiaz
   b) Nishan-e-Haider
   c) Sitara-e-Imtiaz
   d) Sitara-e-Jura'at

5. Professor Anita Ghulam Ali was appointed twice as a minister of:
   a) Culture
   b) Education
   c) Science and Technology
   d) Youth and Sports

Post Reading

Exercise 6

Work in pairs and find out two things or achievements about each of the following famous women. Once you have orally discussed, write the two things/ achievements of each of these women in your notebooks.

1. Fatima Jinnah
2. Begum Ra`ana Liaquat Ali Khan
3. Begum Jahan Ara Shahnawaz
4. Professor Anita Ghulam Ali
5. Bilquis Edhi

Exercise 7

Read the text and fill in the following table. First fill in the years of birth and death and then put the chronological order (chronological order means the order in which things happened). Finally, write their main contribution.
After you have completed, discuss your answers with your partner.

Name	Year of birth	Year of death	Chronological order by year of birth	Chronological order by year of death	Main Contribution for Pakistan
Fatima Jinnah					
Bilquis Bano Edhi					
Anita Ghulam					
Begum Jahan Ali Ara Shahnawaz					
Ra'ana Liaquat Ali Khan					

Exercise 8

Work in pairs and orally complete the following statements by giving reasons. After you have discussed all the statements, write the complete sentences in your notebook. The first one has been done as an example.

1. Sana was worried because *she did not have a computer for gathering information.*
2. Aliya suggested that they use the IDEAL tool because ______________.
3. The Muslim women benefitted from Fatima Jinnah's support because ______________________.
4. Begum Rana Liaquat Ali worked as a secretary because _____________________.
5. Begum Jahan Ara could explain Muslims' point of view to people in many countries because ______________________.
6. Professor Anita Ghulam Ali was awarded the Pride of Performance and Sitara-e-Imtiaz because ______________________.
7. Bilquis Edhi has received the Hilal-e-Imtiaz award because _________________.
8. Maryam said that she wanted to be an educationist because __________________.
9. Daniyal said that he wanted to be like Abdul Sattar Edhi because ______________.

UNIT 6.1 READING COMPREHENSION

Exercise 9

Work in groups of three. Think of one thing that you can do during the summer vacations that will help people or improve things in the area where you live. Use the IDEAL tool to help you identify the problem and find the solution.

Identify – what is the problem that you want to address

Define – what do you want to do

Explore – find details about the problem

Action – what steps will you take to address the problem

Look back – how will you check to see that you have done your task

Next, decide

- Who will do what
- What are some of the things that you will need
- By what time will you do the different things
- When will you complete the task

Each group will then come and share their plans with the rest of the class.

Note for Teacher: Divide the class into groups of three. Tell them to think of doing something small, something that they can manage to do. They should be reminded of following all the steps in the IDEAL tool. Also emphasise the importance of organised work and timely completion, as mentioned in the bullets in the exercise.

After the students have completed, ask each group to come up and share their plan with the rest of the class.

UNIT 6.2 LISTENING AND SPEAKING

Focus: Asking for and expressing preferences, by giving reasons.

Exercise 1

Work in groups of four. Each one of you can take on the of one character.

Role play scene

It's time to go on study leave. You and your friends are discussing how to plan your studies in a way that you can revise all the subjects effectively and efficiently and be well prepared for the exams. You all want independent study time and also some group study time. Discuss your schedule. Remember to disagree politely. You may use your own names.

For example:

Tariq: I don't understand why you want to study so early in the morning. I find it very hard to do so.

Saira: One reason is that I'm quite used to waking up early for school as it is. So, I want to continue the same routine during the study holidays. What do you think, Adnan?

Adnan: Yes, that's the time the mind is fresh after a good night's sleep. What about you, Zohair?

Zohair: Well, I …………..

Continue with the above dialogue by expressing your preference of time and place, and the subject that you would like to revise first, by giving reasons. Use a variety of sentences.

Examples:
- I prefer studying after lunch – reason
- I like studying at night – reason
- I think we should ……. then reason

Note for Teachers: Divide the students in groups of four. Ask them to develop the dialogue as they go along, based on the pattern given above. Walk around to ensure that the students are carrying out their conversation. After they have practised for a while, ask some of the groups to come up and roleplay their dialogues in front of the class.

UNIT 6.3 LANGUAGE PRACTICE

Synonyms

A synonym is a word or phrase that means almost or nearly the same as another word or phrase in the same language, for example ***shut*** is a synonym of ***close***. Though, synonyms can sometimes replace each other but many times they cannot, depending on the context of their use.

Exercise 1

Do the following exercise in your notebook. Rewrite the sentences by replacing the synonym given in bold with an appropriate synonym from the four given options.

Share your answers with your partner, after both of you have completed your work.

1. He is a brilliant carpenter. He has made a doll house with **miniature** furniture for every room.
   a) pretty b) tiny c) fresh d) tall
2. Mrs Amjad gave the class a **difficult** assignment for chemistry.
   a) free b) easy c) caring d) hard
3. My grandmother is **old**. She is about 90 years old.
   a) elderly b) crazy c) charming d) friendly
4. Our principal is very smart and **slim**.
   a) tall b) thin c) charming d) strict
5. A **stable** government ensures that a nation will progress.
   a) friendly b) steady c) strong d) outgoing
6. Farzana is always ready to **help** the people in her neighbourhood.
   a) teach b) guide c) assist d) train
7. I feel **drowsy** after having rice for lunch.
   a) lazy b) active c) happy d) sleepy
8. The house next door has been **vacant** for two years.
   a) dirty b) empty c) robbed d) painted

Note for Teachers: Make sure that the students understand that while many words may seem correct. only one of these words is the correct synonvm in the given context

UNIT 6.3 LANGUAGE PRACTICE

Exercise 2

Work with a partner and select the most appropriate synonym to complete the following sentences. Three synonyms are given in brackets at the end of each sentence but only one is appropriate in the given context. Remember to use the full stop at the end of the sentence.

a) This cup of tea tastes like tea flavoured water. It is very ________ (weak, frail, fragile)
b) If one wants to succeed in the exams, it is ________ to study regularly. (primary, important, significant)
c) During the monsoon rains the water in the rivers becomes very ________ (disordered, violent, rough)
d) The ruins of Moen-jo-Daro are ________ (old, past, aged)
e) Pakistan is ________ in minerals. (rich, wealthy, affluent)
f) My mother has to go to the NADRA office because her ID card is no longer ________ (valid, authorized, legitimate)
g) The bangles her grandmother gave her are made of ________ gold (true, correct, real)
h) The teacher asked the students to remain ________________ as the class next door was doing a test. (still, quiet, noiseless)
i) This perfume has a lovely ________________(odour, smell, fragrance)
j) The entire staff in the office was full of ___________ for the new manager (appreciation, admiration, praise)

Exercise 3

Four words in the following set of five words are synonyms; one word is different. Circle the word that you think is different. After completing the exercise, share your work with your partner.

a)	friendly	agreeable	pleasant	decent	amicable
b)	option	nice	choice	possibility	alternative
c)	reasonable	rude	impolite	cheeky	disrespectful
d)	severe	serious	harsh	stable	stern
e)	huge	large	enormous	mammoth	many
f)	rubbish	garbage	garden	trash	refuse

g)	polite	intelligent	smart	clever	bright
h)	position	vacancy	opening	clean	post
i)	mistake	correct	error	inaccuracy	slip
j)	disease	ailment	wound	illness	disorder

Exercise 4

Work with a partner, select any six groups in Exercise 3. Next, pick two synonyms from each of the selected group and use both these synonyms in your own sentences. Do this work on a piece of paper.

After you have completed, exchange your paper with another pair. Read each other's work and give useful feedback.

According to the feedback received, make changes, where necessary, and write the sentences in your notebooks.

Revision: Use of since and for

Since and f**or** are two words that are used for similar, but not exactly the same, purposes.

Since gives the starting point of actions, events or states, continuing until the present. It refers to when things began. It can only be used with the perfect tenses.

Since + a point in time (in the past) until now.

- I've been waiting **since** 7 o'clock.
- I have known him **since** January.
- I *have been* here **since** 5 o'clock and I am getting tired.
- It has been three years **since** the last earthquake.

We use **For** when we measure the duration – when we say how long something lasts. We can use all verb tenses with **For**.

For + a period of time

- I have known her **for** a long time.
- I lived here **for** ten years and then moved to another place.
- They are exercising **for** three hours today.

UNIT 6.3 LANGUAGE PRACTICE

For vs. Since

Knowing when to use **FOR** and when to use **SINCE** is important.

FOR is used to mention a specific period (or duration) of time	SINCE is used to mention the starting point of a period of time (continues to now)
I have been a doctor for fifteen years. (duration = 15 years)	I have been a doctor since 1992. (starting point = 1992)

Exercise 5

Work with a partner and discuss which blanks in the following text will have **since** and which ones will have **for**. After discussing, write the complete paragraph in your notebooks.

My father is a remarkable man. He has been working________________ he was 15 years old. He has been working _______ he was at school. He used to work _______ four hours every day and on weekends. He has now worked in the same factory ____________ 25 years. ______________ he started working at the factory, he has been promoted many times. He was initially hired ______ a period of three months but he has been working there ever ____________. He was hired as a peon with the responsibility of making tea and delivering parcels and documents as required. He started working ______________ Rs 25/- a day.

Note for Teachers: Discuss the use of **for** and **since** with the class, using the examples given and/ or some other examples, before asking the students to do the exercises.

If he fell ill or if he was absent he did not get paid ________ that day. But my father was a good and committed worker. He only took off ___________ serious emergencies, like illness and death. In fact, there were periods when he didn't take a single holiday _____________ many months at a time. He soon earned the respect of his co-workers and boss, and ____________ then, he has risen higher and higher. He has now worked for the same factory ____________ 25 years. He was offered retirement when he completed 25 years, but he said that he would like to work ________ a few more years. He hopes he will save enough to start a small manufacturing unit of his own, in a few years' time.

Exercise 6

Write a paragraph explaining what your three favourite hobbies or free time activities are/ were. Make sure you explain why you started, how long you have done them for, when did you start them, do you still do them, and why you like them so much. Remember to use **for** and **since** in your sentences.

Here is an example:

One thing I like doing during my free time is reading. I have been reading story books **since** I was ten years old. So, I have been reading story books **for** nearly six years now. Although I have been reading **since** I was ten years old, I think I will do it **for** many more years; in fact, I think I will do it **for** the rest of my life.

Another thing ……………………………………..

Yet another thing that I did was ……………………………..

Note for Teachers: Explain to the students that when they write about their hobbies they should use the words since and for in their sentences, as done in the given example. They may also write about something that they have been doing, example, cooking, helping their parents, etc. he activities could be ones that they still do or that they did in the past, for a certain period of the time but do not do anymore.

UNIT 6.4 WRITING

Narrative Essay: (Further Practice)

As discussed in Unit 2.4, a narrative essay focuses on telling a story. It includes important details about the incident such as:

When and where the event/ incident took place
What happened, mention significant details
What is its significance at the personal, societal, country level

Exercise 1

Work in groups of three. Go back to Unit 2.4 and read the tips on writing a narrative account.

Next, imagine you are reporters for a newspaper. An important event has taken place in your area and you have to write a report and submit it for publication.

Each one of you should think of one important event / incident that you would like to report. Share your stories with each other. Select one of the stories for writing a report. Then, follow the steps given in Unit 2.4, Exercise 3, to write a narrative essay.

Note for Teachers: Divide the students into groups of three. Tell them that each one should think of a story for showing. They should all share their stories and then pick one of the stories for writing their narrative account.

UNIT 6.4 WRITING

Summary Writing: (Further Practice)

A summary gives brief information about a topic. Go to Unit 2.4 and read again the Do's and Don'ts of summary writing.

Exercise 2

Work in pairs. Read the following passage and underline the main ideas/ words in each paragraph; do not include any details. The first paragraph has been done as an example.

Helen Keller

How fortunate are those who are born into this world with two eyes to see all its beauty! But there are some unfortunate people who can neither see nor hear. They cannot see the lovely flowers blooming in the gardens or hear the birds singing sweet songs. But, worse is the fate of those who could see and hear once, and then no more. However, many of them are courageous and bold! They accept the challenge of their fate and try to live life cheerfully. One such brave and courageous person was Helen Keller.

Helen Keller was born in 1880 in a little town of the United States of America. Up to the age of two, she was quite a normal child; she could see and hear everything. In February 1882, little Helen fell seriously ill and became blind and deaf. Her parents were very sad, but they never gave up; they never lost hope.

When Helen was seven years old, her life changed completely. Her father heard about Miss Sullivan, a woman who had become blind at one time but she was one of those lucky few who regained their sight. This woman chose to thank God for His kindness by helping other blind people and bringing hope and happiness in their lives. Helen's father approached her and asked her to come and look after his blind child. Miss Sullivan agreed and started teaching Helen.

Note for Teachers: Discuss with the students what they know about summary writing. Then discuss, once again, the Do's and Don'ts given in the boxes in exercise 2.4. Also discuss the portions underlined in paragraph one and how they are used to write the initial part of the summary.

After this, divide the students into pairs. Also tell them which pairs will exchange their work with each other after writing the summary

UNIT 6.4 WRITING

One day the two of them went to the river bank Miss Sullivan took Helen’s hand and dipped it in the water. Slowly she made her write “w-a-t-e-r” in the sand. She made Helen do the same thing several times and finally Helen could spell the word’ water’. Helen felt excited because she knew that at last there would be some light in her dark world. The work was very slow and difficult, but Miss Sullivan was very kind and patient. Little by little, she taught Helen about mountains and rivers and about history and geography. She even taught her how to count and do sums.

When Helen was eight, she was sent to school for blind children. Although Helen was blind and deaf, she could speak. But, she had forgotten how to speak. Her teacher was aware that often people who could not hear did not speak because we speak the words and language that we hear. So, she started helping her to regain her speech. She would put Helen’s hand on her own lips and let her feel the movements of the lips at the time of speaking. Helen did many exercises of this kind and finally, at the age of ten, she was able to speak again. “What a joy!” she exclaimed.

By and by, she learnt to read books. These books were printed in a special language developed for blind persons, called “Braille”. The words were written with raised points instead of being printed and she read them by touching them with her fingers. In this way, she was able to read as much as other people could. She passed all her examinations easily. She went to college, and then to the Harvard University. She graduated from the university without difficulty. In fact, she proved to be a better student than many others. Her teachers loved and admired her.

In 1956, Helen Keller visited Pakistan. She was seventy-six but still very active. She came to Pakistan to see how she could help other deaf and blind people. She addressed many gatherings and encouraged those with similar short comings. She also visited the school for the deaf, dumb and blind, in Karachi. Addressing the students, she said, “How wonderful it is to be with you my sons and daughters! Always be happy and cheerful. Never curse your fate. You can do everything in this world.” She also praised the volunteers, who were working and teaching there with so much zeal and self-less dedication.

UNIT 6.4 WRITING

Exercise 3

Work in pairs. Use the underlined key words and write a summary of the above passage. Look at the Do's and Don'ts given in the boxes in Unit 2.4.

You may begin like this:

Most people are very lucky as they can see all things around them. But some people cannot see or hear. However, there are also those unfortunate ones who could once see and hear but are now blind and deaf. Some such people are brave and they take this as a challenge. One such person was Helen Keller.

After you have written the summary, exchange your work with another pair. Read each other's work and give feedback, stating what is good and what needs to be changed.

UNIT 6.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Writing an article based on points

Very often we note down points when listening to a speech or a lecture. Later on, we sometimes need to write down that information in the form of a report or an essay. The table below has information in point form.

No.	Item	K2	Nanga Parbat
1.	Location	Pakistan-China border, between Gilgit, in Gilgit-Baltistan (Pakistan) and the Tashkurgan Tajik Autonomous County of Xinjiang (China)	Northern Areas of Pakistan, between Chilas and Astore, in Diamer.
2.	Height	28,253 feet (8,612 meters)	8,126 meters (26,660 feet)
3.	Mountain Range	Karakoram	Himalayas
4.	World ranking	second-highest mountain in the world	ninth highest mountain in the world
5.	Ranking in Pakistan	highest	second highest
6.	Common name	"K2" given in 1852 by British surveyor T.G. Montgomerie, "K" for Karakoram Range and "2" for second highest peak. Later named Mount Godwin-Austen,afterHaversham Godwin-Austen, a British surveyor and explorer	Nanga Parbat, literal meaning "Naked Mountain"

7.	Other names	Local name *Chogori*, from Balti words *chhogori*, meaning "large mountain." Chinese name *Qogir* meaning "Great Mountain" Local name *Kechu*	Local name *Diamer* or *Deo Mir*, meaning "huge mountain"
8.	Nickname	"Savage Mountain" for its severe weather and high death rate.	"Killer Mountain" as 31 people died trying to climb it before its first ascent
9.	First attempt to reach the summit	1902, British climbers Aleister Crowley and Oscar Eckenstein, reached 18600 feet (5,670 metres)	1895, Albert F. Mummery and team reached almost 6,100 m (20,000 ft)
10	Date the summit was first reached	July 31, 1954	July 3, 1953
11.	First ascended by	Achille Compagnoni and Lino Lacedelli (Italy),	Austrian climber Hermann Buhl
12.	Pakistani climbers	August 9, 1977, Ashraf Aman, the first Pakistani reached K2 July 26, 2014, first team of Pakistani climbers reached K2	Not known

13.	Best time for climbing	Usually climbed in June, July, or August. K2 has never been climbed in winter	Climbed in both summer and winter. First successful winter climb February 26, 2016, by Ali Sadpara, Alex Txikon, and Simone Moro
14.	Climbing records	Till 2014, over 335 climbers reached K2's summit, minimum 82 people died	Till 2012, at least 68 climbers died
15.	Death rate	27 percent	22.3%.

Exercise 1

Work in pairs. Read the information about K2 given in the table above. Write an essay about K2 by following these steps:

1. Discuss in how many paragraphs you can divide the given information. For example, one para can cover points 1-5, another, points 6-8, and so on.
2. Write an introductory paragraph; begin generally by writing about Pakistan, its physical features (mountains, lakes, deserts, rivers, sea, etc.), then about the high mountains in Northern Pakistan. The final sentence should state what will you write about K2.
3. Write a good topic sentence for each paragraph.
4. Write the supporting details for each topic sentence (3-5 sentences)
5. Write a concluding paragraph.
6. Edit your work for spelling, punctuation and grammar errors.
7. Exchange your essay with another pair and give each other good feedback.
8. Revise your essay after the feedback and write it in your notebooks.

Exercise 2

Work individually and write an essay on Nanga Parbat. Follow the steps above. After you have completed, exchange your work with your partner and give each other feedback.

When you receive feedback, revise your essay and write it in your notebook.

UNIT 6.6 FUN

Note: For having fun with language. Not to be formally assessed.

Doing Something Different

Think of one thing that you would like to do when you grow up. Think of doing something different; something that people do not normally do.

State

- What you will do
- Why do you want to do it
- How you will do it

Then take a piece of paper and show what you will do, why you will do it, and how. You can write, draw or use pictures. Use colour pencils or other colours. Make your presentation bright and colourful.

After you have done it, share your dream with the rest of the class by showing them your paper presentation.

what	
	why
how	

Note for Teachers: The purpose of the Fun section is to allow students learn English through fun and enjoyment. So, make sure that the students enjoy doing this activity. Encourage them to think outside the box; i.e. they should think of doing something that people normally don't do, for example, carving a scene on a stone, making a new toy for young children, inventing a time machine, etc.

UNIT 7 LIFE SKILLS

What will I learn?

7.1 Reading

- Use pre-reading strategies to predict the content of a text from the key words by using prior knowledge, asking questions and using contextual clues
- Skim Text to have a general idea of the text
- Deduce the meaning of difficult words from context
- Scan for facts and opinions
- Make simple inferences using the context of the text
- Locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy etc.
- Relate what is read to own feelings and experiences
- Make connections between their own lives and the characters

7.2 Listening and Speaking

- Demonstrate the use of simple conventions of public speaking

7.3 Language Practice

- Use the knowledge of literal & figurative meaning, grammar, gender, and syntax to translate sentences from English to Urdu/Sindhi
- Understand that most phrases and idioms cannot be translated literally from one language to another
- Recognize common prefixes; use that knowledge to determine the meaning of unfamiliar words

7.4 Writing

- Write a compare and contrast essay of at least four paragraphs, on a given topic, showing comparison and contrast between things, events, situations, places, actions, ideas or problems
- Write an informal email to a friend/class fellow asking/requesting for something that you need

7.5 Study Skills

- Enhancing vocabulary by identifying additional rhyming words
- Creatively use words to write a short poem

7.6 Fun

- Finding words within words

UNIT 7.1 READING COMPREHENSION

Pre-reading

- Work in groups of 3 -4.
- Discuss together the following points and be ready to explain to your classmates what ideas you came up with.
- What is success?
- What are the qualities of a successful person?
- How do you think you could become successful?



Note for Teachers: Tell the students that they have 5 minutes to discuss the questions given in the pre-reading task. Ask each group to share one point.

UNIT 7.1 READING COMPREHENSION

Reading Text

The Secret of Success

A long time ago there lived a king who was in search of the secret of success. He thought if he could find out the answers to three questions, he would discover the secret and never fail. He thought and thought for many days but the answers evaded him. So, he called all his ministers and asked them these three questions:

1. What is the most important time to start something?
2. What is the most important work to do?
3. Who is the most important person?

But, none of them could come up with a satisfactory answer.

Next, he called all his courtiers and asked them the same questions. They discussed and debated for long but none of their answers satisfied the king.

He then called the wise and learned men of his country to his court. He discussed the problem with them for many days. They too were unable to satisfy the king, because they could not see eye to eye with each other, and ended up arguing amongst themselves. They came up with many different answers but none of the answers provided any meaningful solution.

The king then asked his ministers to announce that whoever answers these questions, would get a reward of 5000 gold coins. Many people came and talked to the king but their answers did not satisfy the king.

At some distance from the capital, there was a jungle. The king had heard that in the jungle there lived an old wise man who was considered a saint. He lived all alone. His fame had spread far and wide as someone who would solve everyone's problem. The king decided to consult the wise old saint. But the problem was he only mixed with the poor and needy. He did not mix with the rich and wealthy. Since the saint did not like meeting wealthy people, the king started thinking as how to approach him.

UNIT 7.1 READING COMPREHENSION

The king pondered and thought deeply about a way to meet the saint. Soon he came up with a plan. He dressed himself in rags and set out to see the wise old saint. Since he wanted to appear poor and destitute, he asked his servants to remain behind. Alone, he headed straight for the saint's hut.

When the king arrived at the hut, the saint was digging the ground in front of his hut. He was old and weak, and as he worked he was breathing hard. He tired quickly and stopped frequently to rest. The king approached him and addressed him directly. "Sir, I have come a long way to ask you the answers to three important questions." The king continued, "My first question is: What is the most important time to start some work? My second question is what is the most important work to do? And third, who is the most important person?" Humbly the king continued, "Would you kindly help me by telling the answers to these questions?"

The saint paid no attention to the king and continued digging. The king waited for a few moments and then said, "Sir, you look tired. Let me dig the ground for you."

The saint thanked him and gave him the spade, and the king started digging. After some time the king repeated the questions and requested the answers. But all that the saint said to the king was, "Let me dig now." The king did not give him the spade, and kept digging. He remained calm and did not lose patience. The hope that he would find the answers to his questions, kept him motivated and determined. When evening fell and the light began to fade, he stopped digging and turned to the saint. He said, "Could you please let me have the answers to my questions now?"

The saint remained silent and pointed to one side. The king glanced in that direction and saw that a bearded man with a dagger in his hand was running towards them. When he reached them, he fell down and fainted. The king straightaway picked up the bearded stranger and carried him into the hut and laid him down on the ground. The king noticed that the man was injured, so he immediately took steps to stop the bleeding and, with the help of the saint, he bandaged his wounds. The bearded man fell into a deep restful sleep.

UNIT 7.1 READING COMPREHENSION

By now, night had fallen and it was very dark. The king was too tired to return home. The saint invited him to stay the night and the king accepted the saint's hospitality. The saint prepared some simple food and provided the king with a bedding of hay to sleep on.

At break of day, the king awoke. He found that the bearded man too was awake. The king said, "How do you feel now?" The bearded man replied, "I am better now thanks to Your Majesty. Forgive me, I came to kill you because you had had my brother killed. I became your bitter enemy out of grief. I was hiding and waiting for your return. As you did not return, I came out of my hiding place, that's when your servants saw me. They immediately recognized me. They wounded me seriously but I escaped. Had you not cared for me I would have died. I thank you. Now, count on me as one of your most faithful servants." Saying this he saluted the king and left.

When the bearded man had departed, the king again asked the saint for the answers to his questions. The saint replied. "Your questions have already been answered. First, the most important time was when you wanted to help me. The most important work was the digging of the ground. And I was the most important person for you. Had it not been so, you would have returned and been killed. "

The saint continued, "The second time, the most important man was the bearded man. The most important work was dressing his wound. Had it not been so you would not have won a faithful servant. You are very fortunate."

So, this is the moral of the lesson: The most important time for doing anything is the present. The most important work is what we are doing now. And the most important person is the one whom we are with at the moment.

While reading

Exercise 1

The king asked the following people the three questions. However, the order in which these people were asked is jumbled up. Read the text and put them in the right order, by writing the number in the blank space. One has been done as an example for you.

a. Common people ______
b. Ministers ______
c. Saint ______
d. Scholars and wise-man ______
e. King himself __1__
f. Courtiers ______

Exercise 2

1) Did the king find his answers?
2) Who gave him the answers?

Vocabulary

Exercise 3

Read the text. Find the following words / phrases and underline them.

discover	evaded	disappointed	consult	pondered
destitute	frequently	determined	glanced	straight away
hospitality	break of day	bitter	grief	count on me
departed				

Work with your partner and guess the meanings of these words. Then check the meanings given in the glossary at the end of the book to see if you have guessed correctly.

Exercise 4

Work in pairs and see how many of the given words in exercise 3 you can use in your own sentences. The pair who will make the most correct sentences will be the winner.

Exercise 5

The following are statements about the story 'The Secret of Success'. Read them and write (T) if the statement is true and (F) if the statement is false, in the blanks provided. The first one has been done as an example for you.

a. The King wanted to find answers to 5 questions. F

b. The answers were important for him to be able to control his army. ____
c. The king was looking for the answers in order to succeed in life. ____
d. The king was happy with the answers that the group of learned men found. ____
e. The saint was living in the jungle with his family. ____
f. The king accepted the saint's invitation to visit him in the jungle. ____
g. The bearded man wanted to kill the king. ____
h. The bearded man had been injured by the king's servants. ____
i. The saint asked the king to look after the bearded man. ____
j. The bearded man became the king's loyal citizen. ____

Post Reading

Exercise 6

Work with a partner, and tick (✓) the right answer.

1. Which one of the following statements best summarizes the story?
   a) The present has all the answers.
   b) The present is not what matters.
   c) The present is the most important time.
   d) The present gives you the most joy.

2. The saint who lived in the jungle was a very :
   a) rich man
   b) poor man
   c) severe man
   d) wise man

3. The king went to see the saint :
   a) all alone
   b) with all his soldiers
   c) along with his family
   d) with all his courtiers

4. Who warned the king that the bearded man was coming?
   a) his soldiers
   b) the saint
   c) his servants
   d) his minister

5. After the bearded man left the saint told the king that :
   a) he would not answer his questions
   b) his questions were too difficult
   c) the bearded man had answered his questions
   d) all his questions had been answered

Exercise 7

Read the text and complete the following sentences. Write the completed sentences in your notebook.

a. The king wanted to find the answers to the three questions because ………..
b. The wise and learned men were unable to give the answers because ……….
c. The king dressed himself in rags to meet the saint because ………
d. The king told his servants not to go with him because ……..
e. The king realized the saint's tired easily because ……..
f. Although the saint did not answer his questions the king waited because ……
g. The bearded man was running towards the king because …….
h. The bearded man fainted when he reached the king because ……..
i. The king agreed to stay the night in the saint's hut because ……..
j. The bearded man became the king's loyal servant because …….

Exercise 8

Work with a group of 3-4 classmates and discuss whether the 'secret of success' is applicable to all people. Follow these steps:

1. Decide which one of you will write the points discussed by the group

2. Select the person who will present the group's ideas or thoughts to the class.
3. Discuss if the 'secret of success' applies to people in general or if it only applied to the king.
4. Give reasons for your point of view
5. The writer should write down the reasons.
6. Select the points that you want the presenter from your group to share with the class

Note for Teachers: Divide the class into groups of three or four students. Tell them to decide amongst themselves which one of them will write the main points and which one of them will present on behalf of the group. Give them 10 minutes to discuss. Then ask one member from each group to come up and share their point of view. i.e. tell the class whether the secret of success applies to everyone or it applied only to the king. They should give reasons for their point of view.

UNIT 7.2 LISTENING AND SPEAKING

Focus: Demonstrating the use of simple conventions of public speaking

Exercise 1

Work in groups of six and prepare a two-minute speech on the following topics by following the steps given below:

1. Water problem
2. Electricity shortage
3. Sewerage system
4. Waste disposal
5. Education system
6. Health Facilities
7. 14^{th} August
8. Literacy day
9. Plantation
10. Wild Life Protection

Step 1 (15 minutes)

Discuss one topic at a time. Follow these steps:

- Brainstorm for ideas – remember you have only two minutes to speak
- Identify the focus – decide which aspect you want to cover
- Organize your ideas – think which point will come first, second, and so on
- For each point that you pick, have supporting details – how will you explain your point (examples, quotes, facts and figures, etc.)

Step 2

Prepare six chits, each one having one of the topics. Each member of the group should pick up one chit and prepare a two-minute speech, based on the discussion you had. You may add other points.

Note for Teachers: Nominate, or ask the students to nominate, one student in each group who should be responsible for ensuring that all steps are completed within the allocated time, each topic is discussed, and all the students in the group participate in the discussion.

Tell the students that they may pick one point or five; what is important is that they should explain each point in a clear manner.

Explain to the students what cue cards are; these are small cards on which only the main points, not whole sentences, are written. These should be numbered in the order that they are to be used, so that they do not get mixed up.

Step 3

Each member of the group should deliver a speech within the group. All other members should listen and provide positive feedback and suggest ways in which the speaker could improve. This is what you should do while delivering your speech:

- Introduce yourself
- Introduce the topic
- Tell your group members briefly what you are going to talk about
- State point 1, explain, give examples, reasons, etc.
- State point 2, explain, give examples, reasons, etc.
- State point 3, explain, give examples, reasons, etc.
- Conclude your topic by briefly restating your main points
- Try and give an idea, suggestion, your viewpoint, etc. as the last statement

Some points to remember while speaking

- Maintain eye contact with the audience
- Use appropriate gestures, but do so naturally; don't overdo
- Don't read from a paper; you may have cue cards with some points
- Use appropriate tone, pauses, and stresses, as this allows the listeners to understand your point better

Exercise 2

Working in the same groups of six, prepare a two-minute speech that you can deliver in the school assembly. Follow all the steps and directions as given in Exercise 1.

Here are the topics for the Assembly talk

1. Cheating
2. Regularity and punctuality
3. Discipline
4. Cleanliness
5. Games and sports
6. Team work

UNIT 7.3 LANGUAGE PRACTICE

Translation

Translating from one language to another requires special skills. One cannot translate word for word, as words take different meanings in different contexts, even in the same language. Look at the following examples and translate them into Urdu/Sindhi.

I will go to Murree in **spring**.

There is a **spring** of hot water at Manghopir, in Karachi.

Since a **spring** is broken, this clock is not working.

With a **spring**, the runner crossed the winning line.

Exercise 1

Translate the following sentences into Urdu/ Sindhi. Write the translated sentences in your notebook. After completing, share your work with your partner. Make any changes needed and rewrite the sentences.

1. The train left the station at 7 o'clock.
2. I can train you to become a good cricketer.
3. There is plenty of light in this room.
4. Please, light all the candles on the cake.
5. Jamal offered to book our seats on the bus.
6. Have you seen my new book?
7. The principal asked the students to state their reasons for being late.
8. The state should ensure that all people follow the rules.
9. This is exactly my point that we should leave early.
10. Don't point at people when you are speaking about them.
11. My brother got the first rank in his final tests.
12. The rank of a soldier depends on many factors.

Another point to remember while translating is that in figurative language the meaning of the words or expressions used is different from the literal meaning.

Note for Teachers: Explain to the students that even words with the same spelling and pronunciation in English have different meanings, depending on the context in which they are used. Discuss the different meanings of the word **spring** in the examples given. Ask the students to translate each of the given examples. Tell the students that when translating they should see what meaning is coming out in the sentence and then translate accordingly.

UNIT 7.3 LANGAUGE PRACTICE

Translate literally the following two sentences into Urdu/ Sindhi.

a) She has a sweet tooth.
b) This news is music to my ears.

The actual meaning of these sentences is as follows. Now, translate these two sentences:

a) She loves sweet things.
b) I am very pleased to hear this news.

Exercise 2

Work in pairs and translate the following sentences into Urdu/ Sindhi, such that you bring out their real meaning.

1. The sun peaked happily from behind the clouds.
2. The trees danced back and forth in the wind.
3. It was time to go home but the bell refused to ring.
4. The angry sky roared and threw lightening around.
5. The delicious smell of pudding pulled me to the kitchen.
6. I can see that news travels quickly.
7. I wish you weren't always such a chicken.
8. The kids at that school are all brains.
9. You are my guardian angel.
10. I've been on cloud nine all day.

Exercise 3

This is a translation competition between groups. Here are the steps:

- Your teacher will divide you into groups of four.
- Each group will select 10 sentences from the story 'The Secret of Success' and write them on a piece of paper.
- Once all the groups have written, the teacher will collect all the papers and redistribute them to the other groups.
- These groups will translate them into Urdu/ Sindhi.
- After the translation has been done, one member from each group will come up, read the sentence and its translation.
- If the translation is correct, the group gets a point.
- The group(s) with the most points will win.

Note for Teachers: Divide the class into groups of four. Draw columns on the board according to the number of groups. Ask each group to select a name for their group based on some game (cricket, baseball, badminton, etc.). Write the name of each group in each column on the board. Start the game. Mark the points in the column, 1 or 0, in every column; 1 if the translation is correct and 0 if it is wrong.

UNIT 7.3 LANGAUGE PRACTICE

Prefixes Continued

We sometimes add a pair or group of alphabets at the beginning of a word to add something to the meaning of a word. As discussed in Unit 4.3, these are called prefixes.

Exercise 4

A. Fill the blanks in the following exercise by using the prefix 'un' with the appropriate given words.

happy friendly wise healthy grateful

1. An ___________ person often falls sick.
2. Saba is very___________ and does not like meeting people.
3. People who are___________ never thank others for helping them.
4. Badar was very ___________ because he lost his favourite watch.
5. My uncle took an ___________ decision due to which he suffered a big loss.

B. Fill the blanks in the following exercise by using the prefix 'in' with the appropriate given words.

correct sufficient active attentive complete

1. This small boy is very ___________ and does not take part in any work.
2. The judge was upset with the prisoner for giving an ___________ statement to the court.
3. Don't leave your work ___________ or the boss will be angry.
4. Sajid is very ___________ in class; hence, he often fails in the tests.
5. This amount of money is___________ if you want to buy a new computer.

Note for Teachers: Remind the students that the 'if' clause will be in the past tense and the main clause will have the modal (would, could, might) along with the verb.

UNIT 7.3 LANGUAGE PRACTICE

C. Fill the blanks in the following exercise by using the prefix 'dis' with the appropriate given words.

satisfied obedient honest loyal agree

1. We sometimes ___________ even with our very close friends.
2. We cannot trust ___________ people as they can cheat us.
3. A ___________ child can cause many problems for the whole family.
4. Our teacher was ___________ with our performance in the competition.
5. We should never be ___________ to our country.

UNIT 7.4 WRITING

Compare and Contrast Essay: Further Practice

Exercise 1

Work with a partner and revisit the tips on writing a compare and contrast essay given in Unit 3.4. Also read the sample essay to refresh your memory.

Next, write a compare and contrast essay on any one of the following topics:

- Reading story books and reading course books
- What happens when a school has a good principal or a bad one

Follow the steps given in Unit 3.4, Exercise-4.

Exercise 2

Work individually, and write a compare and contrast essay on the remaining topic from the two given above. Follow all the steps given in Unit 3.4.

Once you and your partner have completed your essay exchange your work with each other. Read each other's work and provide critical feedback.

Informal emails: Further Practice

Exercise 3

Work with your partner and read the sample emails in Unit 3.4. Discuss how a letter is different from an email. Note the differences in your notebook.

Exercise 4

Work in pairs and write an informal email to a class fellow, on a piece of paper, on any one of the following

1. Requesting for help with some school work that you are finding difficult
2. Suggesting that you something together during your free time

Note for Teacher: Ask the students to refer to Exercise 4 in Unit 3.4, read the steps for writing a compare and contrast essay once again, and follow these steps for writing a compare and contrast essay.

UNIT 7.4 WRITING

Follow the format given in the emails in Unit 3.4.

Once you have completed, edit your work for correct spellings, grammar, and punctuation. Also check to see that it is an informal email and not a letter.

Next, exchange your email with another pair. Read each other's work and write a response to the other pair's email. Give back the response to the pair who gave it to you.

Read the response you have received. Edit it for correct spellings, grammar, and punctuation and then write both, the email you wrote and the response you received, in your notebook.

Exercise 5

Work individually and write an email to your partner, again on a piece of paper, on the remaining topic in Exercise 4. Then follow the same steps with your partner as given in exercise 4:

- Write your email and edit it
- Exchange your email with your partner and write the response
- Return the response
- Read and edit the response
- Write in your notebooks

Note for Teachers: After the students have done Exercise 3 and discussed the format of emails, in pairs, ask the students what they think are the differences between an email and a letter. Make sure that all the students have understood the difference between an email and a letter to a friend. Also emphasise the importance of having short and to the point subject lines.

UNIT 7.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Creative Writing

Exercise 1

First, read the poem given below, silently.

Abou Ben Adhem

(James, Henry Leigh Hunt)

Abou Ben Adhem (May his tribe increase)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An Angel writing in a book of gold.

Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
"What writest thou?' The vision raised its head,
And, with a look made of all sweet accord,
Answered, "The names of those who love the Lord."

"And is mine one?" said Abou. "Nay, not so,"
Replied the Angel. Abou spoke more low,
But cheerily still, and said, "I pray thee, then,
Write me as one that loves his fellow men."

The angel wrote, and vanish'd. The next night
It came again with a great wakening light,
And show'd the names whom love of God had bless'd,
And lo! Ben Adhem's name led all the rest.

Now, in groups of four, recite the poem with one student reading one verse each.

Note for Teachers: Divide the class into groups of four and ask them to recite the poem in their respective group, with one student reading one verse each. Remind them to recite softly so as not to disturb others.

Encourage students to ask you how a word is pronounced, if they have any difficulty in pronouncing it.

UNIT 7.5 STUDY SKILLS

Exercise 2

Find the rhyming words from the poem and fill them in the first two columns in the following table.

Then, think of two other words that rhyme with the words from the poem and write them in the next two columns.

The first one has been done as an example.

Remember, rhyming words may have different spellings but similar sounds.

S.No.	Rhyming Words from the Poem		Additional Rhyming Words	
1.	*increase*	*peace*	*cheese*	*geese*
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

Exercise 3

Work with a partner and using words from the additional rhyming words, your list and your partner's list, write a short poem, having at least eight lines.

Note for Teachers: Walk around the class and guide students on how they can write simple poems For example: My brother and I loved the geese.
We always fed them bread and cheese.

UNIT 7.6 FUN

Note: For having fun with language. Not to be formally assessed.

Odd one out

Work in pairs and do the following exercise:

Find the odd one out. From each word given in capital letters, many new words can be formed. Out of the six words given, one is wrong, i.e. it contains a letter that is either extra or it is not there in the main word. Circle the word that is wrong. Add two more words (4 letters or more). The pair that finishes first will be the winner.

1. INDISCREET

credit	erect	street	cried	steer	trees

2. CONSISTENTLY

silent	style	scent	costly	sister	scones

3. PARADISE

praise	draper	parade	pride	spire	spider

4. FORTNIGHT

fright	throng	thing	tonight	tight	nought

5. ENDEAVOUR

rounder	drove	devour	vendor	endure	round

6. DISREPUTABLE

bleat	petal	brute	stable	steep	tablet

7. CREATURE

cruet	trace	curate	truce	centre	create

8. IMPERTINENT

temper	inert	intent	mitten	repent	invent

9. ADMINISTRATION

strain	station	mansion	strong	rations	storm

10. SEPARATE

spear	spare	pears	trade	steep	repeat

Note for Teachers: Explain to the students that one word out of the six given under each heading is wrong because it either contains a letter that is not there in the main word or it is given only once while one of the given word uses it twice.

UNIT 8 PEOPLE AND PLACES

What will I learn?

8.1 Reading

- Use pre-reading strategies to predict the content of a text from the key words by using prior knowledge, asking questions and using contextual clues.
- Skim Text to have a general idea of the text.
- Infer themes/ main idea.
- Deduce the meaning of difficult words from context.
- Locate examples to support a viewpoint/ opinion
- Identify viewpoints/ ideas and issues
- Use summary skills to extract salient points and develop a mind map to summarize a text.

8.2 Listening and Speaking

- Demonstrate the use of simple conventions of debates

8.3 Language Practice

- Identify, form and use degrees of comparison of adverbs
- Recognize and use quotation marks to enclose parts of a quotation
- Suffixes (Continued), recognize common suffixes; use that knowledge to determine the meaning of unfamiliar words

8.4 Writing

- Write applications to people in the extended environment.
- Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas).

8.5 Study Skills

- Create and deliver simple group presentations on various themes, problems, and issues
- Evaluate and comment orally on the presentation of peers against a pre-developed student/teacher criteria

8.6 Fun

- Acting out a poem

UNIT 8.1 READING COMPREHENSION

Pre-Reading

Work in groups of four and do the following:

1. Share with each other some of the good things that you remember from your childhood. Remember to talk in English.
   Select one incident from all those shared in the group for sharing with the class.
2. Discuss some of the issues that Pakistan is facing due to water shortage and what should the citizens do, what steps should the government take to solve this problem. Fill the information in the following table.
   After filling the table, decide which problem and solution your group would like to share with the class.

S. No.	Problem	Solution	Responsibility

Reading Text

Ghazi's Diary

Ghazi loved writing about his feelings and experiences. He often wrote things in his diary whenever he got into the writing mood. The following are two pages from his diary.

Note for Teachers: Divide the students into groups of four. Ask the students to select one student in the group as the group leader, who should ensure that all the students participate. Another one should be selected to share the selected incident with the class. The third student should be the scribe, i.e. the person who will write the points discussed in the table above, and the fourth one should come up and present one water related problem and solution. While the students are doing the two activities, walk around and encourage students to talk in English. Also ensure that all the students participate in the discussion.

UNIT 8.1 READING COMPREHENSION

(1)

Wednesday, 10th February, 2015
10:30 pm

Village life

Today, I am once again reminded of my simple village and its loving and caring people. I am living in Karachi now, in a beautiful house that has many modern facilities. It is located in a locality that has clean streets and big houses that have beautiful gardens, with a variety of plants and trees. But I am desperately missing my village; the simple, mud house that we lived in, the simple toys that gave us so much pleasure, and the simple, carefree people amongst whom we lived. I wish I could get into a time machine and go back sixty years, back to my life in the village.

The house that we lived in, had three rooms and a kitchen, all spread out in a yard that had no boundary wall, just some bushes separating our property from that of our neighbours. My grandparents and two of my unmarried aunts lived in one room, we, my parents and siblings, lived in another room, while my uncle and his family lived in the third room. We had a common kitchen, where the women of the family cooked for all of us.

The house in which I now live is made of cement and painted in beautiful colours, with tiled floors; however, the houses in our village were all made of wood, straw and mud. We had no furniture, as such; we sat on the floor and slept on the floor by spreading some quilts that were kept on a wooden stand during the day. This was probably why very few people had knee problems; people of all ages comfortably sat on the floor, which exercised their knees.

Our village did not have roads or streets; there were just narrow mud lanes, which became very slippery during the rainy season. Commuting from one place to another was not an issue; people did not need cars, buses or even motorbikes to go from one place to another in the village, they just walked. All this exercise kept them healthy and the absence of motor vehicles kept the environment pollution free.

UNIT 8.1 READING COMPREHENSION

Unlike the city, the village did not have big shops and supermarkets. There were just a few small shops selling goods that people needed for everyday living. One did not always need money or credit cards to buy things from these shops; one could buy things from these shops even if one did not have any money because the village shopkeepers knew everyone by name and were usually willing to give goods on credit.



The village *Otaq*, the place where men met in the evening, was where men spent their free time, shared news and gossips, laughed at shared jokes, talked about the weather, their crops and village issues, and enjoyed folk songs sung to the tune of the *ghaghar* and *tamboora*. The women had the village well which was the centre of all their activities. The village men and women shared their news and issues with people and enjoyed each other's company. They did not get their news from the television, learn about what was happening with people from the face book, get their entertainment from the You tube, and talk to people sitting at the next table through sms or email. All their activities centred on people in the flesh and blood, not people via devices.

Alas! Our luxurious life style has compromised our health. The availability of devices has distanced us from people. The access to technology has replaced the human touch. I wish for a time machine to take me back to my simple life, simple people, simple interests, and simple wants and needs.

(2)

Friday, 4^{th} August, 2017
11:45 am

'We Need to Store Rain Water'

Monsoons once again! Floods everywhere! The much needed rain is here. While water in an important need of life, too much of it can cause flooding and devastation. In Pakistan, floods create havoc when rivers over flow their banks during the monsoon season.

Rivers have always played a very important role in the life of human beings. They have served as trade routes from the earliest of times. Before the building of roads and railways, most trade was carried on by boats and ships along rivers. In addition to this, rivers have been important for growing food. This was the reason that most towns in ancient times were built near rivers.

However, rivers flood during the rainy season and run dry or have very little water sometime after the rains. One way that people have found to capture and retain the rain water for later use is by building structures to hold the water and prevent it from flooding. This way, the retained water can be used throughout the year for growing food. One way in which water is stored is through barrages built on rivers.

A barrage is a kind of wall, which blocks the flow of water. It has gates, through which the water is allowed to pass in a limited quantity. Its aim is to control the flow of water in the flood season, store it, and release it for irrigation, through the canals, throughout the year.

The Guddu barrage, built on the river Indus, is one of the many barrages built in Pakistan. It is built at a place where the river is fourteen kilometres in width. It is designed to force the water, spread over fourteen kilometres, to pass through a narrow barrage, about one kilometre wide. The barrage is 1355 kilometres in length. It is made in such a way that a flood of about 1.2 million cusecs can pass through it.

The Guddu barrage has a system of three main canals. Two of these are on the right bank and one on the left. The Begari Sindh Feeder and the Desert Pat Feeder, are on the right bank. The third canal, the Ghotki Feeder is on

the left bank. The three canals are amongst the largest feeder canals in the world. The barrage is meant to irrigate an area of 2.7 million acres. Most of this area lies in the Sukkur and Jacobabad districts of Sindh, and the rest in the Kalat division of the Baluchistan province.

The Guddu barrage is one of the biggest barrages of Pakistan. It has also been the most difficult to complete. More than 5000 engineers, technicians, and labourers worked day and night to complete it. It was put into operation on 4th February, 1962.



The barrage has tamed the river and put an end to the damage caused by floods in this area. It is about time that the government started constructing more barrages to control flooding during the rainy season and to supply water throughout the year for irrigating more land so that Pakistan becomes self-sufficient in meeting its demands for grains, fruits and vegetables. In fact, proper water management can allow us to grow surplus food items, which we can then export and earn foreign exchange.

While Reading

Exercise 1

Read the diary entries quickly and find out information for filling the following table. One entry is narrative and the other is descriptive. After filling the table, discuss with your partner.

Item	Day	Date	Topic	Place Mentioned	No. of Paragraphs	Type of Text
Entry 1						
Entry 2						

UNIT 8.1 READING COMPREHENSION

Vocabulary

Exercise 2

The words in the box have been taken from the text. Find them in the reading text and underline them.

Entry 1:	desperately gossips access	siblings devices replaced	commuting compromised	credit distanced
Entry 2:	devastation structures self-sufficient	havoc releases surplus	capture irrigation	retain tamed

Discuss the possible meanings of these words with your partner. Next, check the meanings given in the glossary at the end of the book.

Exercise 3

Work in pairs and write two paragraphs. Use at least five words from Entry 1 to write one paragraph,and five words from Entry 2 to write the second paragraph.

Exercise 4

The following sentences are summary of each paragraph of the two entries. Read the text and in the blanks provided, write the number of the paragraph to which each sentence is related. One has been done as an example.

Entry 1

a. There were no roads and no vehicles. __4__
b. The modern lifestyle has affected our health and our relationships. ____
c. I miss the simple village life. ____
d. Men met and discussed things at the *Otaq* and women at the village well. ____
e. Three families lived in three rooms. ____
f. The houses were not made of cement. ____
g. People bought things from small shops. ____

Note for teachers: When the students are doing Exercise 3, tell them that they can use as many words from the list as they want; they can even use all the words. However, they should use at least five of them to write a paragraph on any topic of their choice.

UNIT 8.1 READING COMPREHENSION

Entry 2

a. One of the barrages in Pakistan is the Guddu Barrage _____
b. Construction of more barrages is an important need of Pakistan today _____
c. The Guddu barrage irrigates land in two provinces _____
d. Rivers has always been important for travel and for growing crops _____
e. The flow of water is controlled through gates in a barrage _____
f. Many different people worked to complete the Guddu barrage _____
g. A way was found to store extra water for later use _____
h. Rains cause rivers to overflow, leading to flood _____

Exercise 5

How was the village life of the past different from the city life of today, as given in the text? Complete the following table to show the difference.

Work in pairs and do this exercise in your notebook.

S.No.	Items	Village life 60 years ago	City Life today
1.	Houses		
2.	Roads/ Streets		
3.	Mode of travel		
4.	Atmosphere		
5.	Shops/ Markets		
6.	Buying from shops		
7.	Source of news		
8.	Information about people		
9.	Source of entertainment		
10.	Communicating with people		

Exercise 6

Complete the following sentences in your notebook. After you have completed, discuss your answers with your partner and make changes, if needed.

a. Very few people had knee problems in the village because ....
b. The people in the village did not need vehicles because ....
c. People could buy things from the shops without money as ....
d. When the men met at the *Otaq* in the evening they ....
e. The writer wanted a time machine so that ....
f. Rivers have always been important for two reasons: ....
g. The main purpose of barrages is ....
h. The Guddu barrage has made a difference in this region by ....
i. Pakistan needs more barrages to ....
j. Through proper water management we can ....

Exercise 7

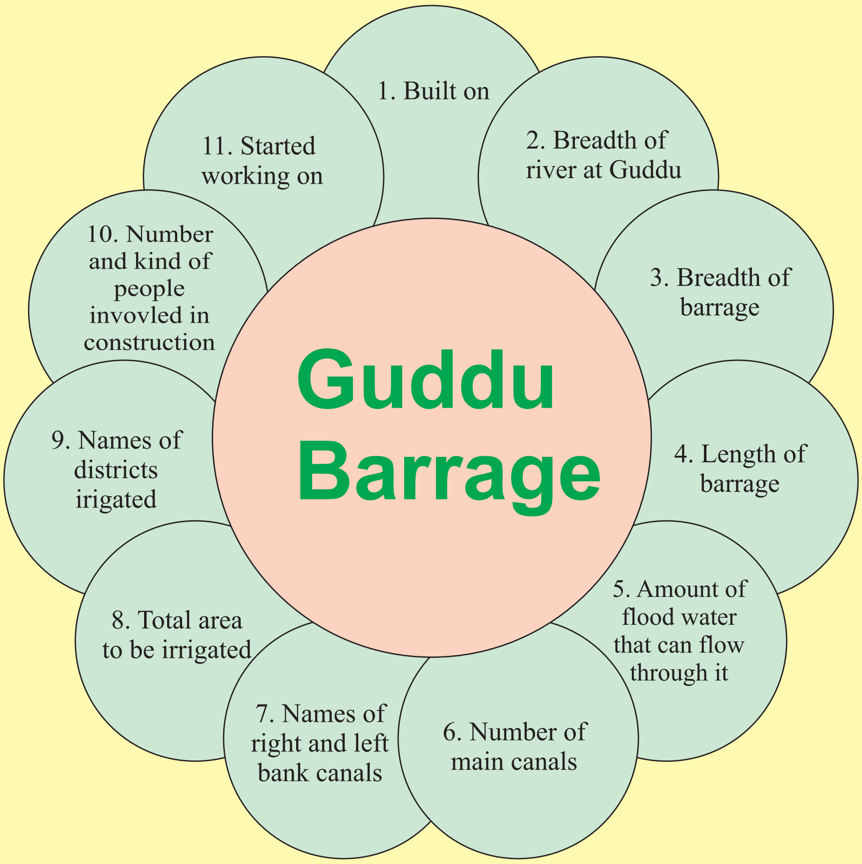
Read the text and answer the following questions in your notebook. After you have completed, discuss your answers with your partner.

a. What are the things that the writer was missing?
b. Why did the lanes in the village become slippery in the rainy season?
c. Is the writer happy with his present life? Why? Why not?
d. Why do most parts of Pakistan have flood problem in summer?
e. Why did people start building barrages?
f. Do you agree / think that we should build bridges? Why? Why not?

UNIT 8.1 READING COMPREHENSION

Exercise 8

Draw a mind map in your notebook. Use the following hints to provide information about the Guddu Barrage on a mind map.



Note for Teachers: Remind the students how a mind map is drawn by writing the main topic in the centre and circling it. Then various lines are drawn from the circle and points are written on it. Tell the students that mind maps are used as a pre-writing strategy and also for writing the main points of an article or text.

UNIT 8.2 LISTENING AND SPEAKING

Focus: Demonstrating the use of simple conventions of Debates

Here are some basic rules to follow while having a debate on a given topic:

First pair

- State that you agree with the topic
- Give one reason at a time as to why you agree
- Support each reason with examples/ facts/ figures/ quotes, etc.
- Follow up with the next point(s) in the manner stated above

Second pair

- State that you disagree with the topic
- Give one reason at a time as to why you disagree
- Support each reason with examples/ facts/ figures/ quotes, etc.
- Follow up with the next point(s) in the manner stated above
- Pick up on your opponents' point(s) and refute them (prove them wrong) by giving examples/ facts/ figures/ quotes, etc.

First pair

- Give counter arguments to prove you are right by giving other examples/ facts/ figures/ quotes, etc. in favour of your point

Exercise 1

Work in groups of four. Each group will be assigned two topics for debate by the teacher. Do not start until your teacher asks you to do so. Form two pairs within your group: one pair will be Pair A the other Pair B.

When the teacher asks you to start, pick up one topic. Pair A should discuss points in favour of the topic and Pair B against it. After discussing for 3-4 minutes, have a quick debate within the group. You will be given 10 minutes for each topic.

After 10 minutes, the teacher will ask you to start the debate on the next topic. Now, group B will debate in favour of the topic and group A against it. Again you will have 10 minutes.

Note for Teachers: Divide the students in groups of four. Ask each group to split in two pairs. Assign each group two topics from the given list of topics. You may even add other topics if you want, but make sure that the topics are debatable, not one sided. Tell the students that one pair should prepare and present points in favour of the topic and the other against it. Ask the students to start and stop when you tell them. Give them 10 minutes for each topic.

UNIT 8.2 LISTENING AND SPEAKING

Here are the suggested topics for Exercise 1.

1. Girls are more intelligent than boys.
2. Students who get good grades are intelligent.
3. Money is the most important thing for survival.
4. People fall sick only because they don't exercise.
5. You get respect if you give respect.
6. We can only help other people if we have a lot of money.
7. It is the government's responsibility to take care of all the needs of its citizens.
8. Wisdom comes only through education.

Exercise 2

The whole class should be divided into four groups. Each group should further split up into two sub-groups. The teacher will write four topics on four chits and fold the chits. Each group will be given one chit and asked to prepare a debate on it. One sub-group will prepare points in favour of the topic and the other against it. Each group will then come up and conduct a debate in front of the class.

Here are the suggested topics for the debate:

1. Only close family and friends should be invited at weddings.
2. Upto class 8 students should be promoted to higher classes without exams.
3. We should try and please all the people all the time.
4. Wealth can give us all the happiness we want.

Note for Teachers: Divide the class in four groups. Ask each group to split in two sub-groups. Write the four given topics on chits; fold the chits. You may change any of the topic and add another one if you want, but make sure that the topic you add is debatable, not one sided. Tell the groups that one sub-group should prepare points in favour of the topic and the other against it. Give them 10 minutes to prepare their debate.

At the end of 10 minutes ask one group to come up and read out their topic and start the debate, following the rules given at the beginning of the section. Ask the remaining students to listen attentively as they will have to decide whether the sub group in favour of the topic or the one against it gave better arguments.

After each group finishes ask all the students to vote in favour of one sub-group or the other.

UNIT 8.3 LANGUAGE PRACTICE

Degrees of adverbs

Adverbs often tell us how an action was done. Like adjectives, adverbs also have three degrees, positive, comparative and superlative. One syllable adverbs usually take -er to form the comparative degree and -est to form the superlative degree (e.g. high – higher – highest).

The adverbs that have two or more syllables usually form the comparative degree with 'more' and the superlative degree with 'most' (e.g. smoothly – more smoothly – most smoothly).

Adverbs can have irregular degrees also (e.g. badly – worse – worst)

Exercise 1

Complete the following table by adding the missing degree of adverbs. After you have completed, compare your answers with your partner.

No.	Positive	Comparative	Superlative
1.	angrily		
2.			most bravely
3.	carefully		
4.		more comfortably	
5.		earlier	
6.			most easily
7.	loudly		
8.			fastest
9.		more gently	
10.			most happily
11.	hard		
12.			most probably
13.		longer	
14.			farthest
15.		more noisily	
16.	high		
17.	quickly		
18.		more skilfully	
19.			most truthfully
20.	well	better	

Note for Teachers: Before asking students to do Exercise 1, explain to them how to comparative and superlative degrees of adverbs one formed, by discussing the rules given above.

UNIT 8.3 LANGUAGE PRACTICE

Exercise 2

Fill the following blanks with the correct degree of adverb. Select an adverb from the list in Exercise 1. You can use one adverb only once. Discuss your answers with your partner, after both of you have completed, and make changes where needed.

1. My uncle went the ___________ from his home during the recent floods.
2. Let's see who runs the ___________ in the race.
3. The workers protested ___________ at getting low salaries, as compared to long working hours and shorter breaks.
4. The Bolan Express is the ___________ train you can take, the rest leave after 10 o'clock.
5. The drivers from Germany drove their cars ___________ than those from Japan.
6. Salim climbed ___________ than Fazal but Hanif climbed the ___________.
7. As compared to the soldiers in the first and middle rows, the soldiers in the last row fought the enemy ___________.
8. Saima answered ___________ than her friends.
9. Newborn babies should be handled ___________ than all other age groups.
10. My father was sitting _________ in his chair and enjoying the talk show on TV.

Exercise 3

Work in pairs and orally complete the following passage using the correct degree of the adverbs given below. You can use each adverb only once. After you have discussed it orally, write the complete passage in your notebook, underlining all the adverbs.

well	probably	easily	loudly	happily	quickly
long	hard	carefully	noisily		

The teacher had to shout _________ the second time, before the students settled down. The reason why the students were working _____________ was

because they wanted more time to do the work. The teacher said that the student who finishes the _________ would get two extra marks. Salim wanted to perform _________ than his friends because he wanted to get the scholarship. He had worked _________ for his English paper and wanted to be able to do the paper _________ than he had been able to do in the previous test. He read each section _________ to avoid silly mistakes. He knew that he would _________ finish well in time to be able to edit his work. He worked the _________ on the writing section because he wanted to write a good essay. He submitted his paper _________ when the teacher announced that the time was up.

Quotation Marks: Further Practice

In writing, words that are actually used by speakers are put in quotation marks. They are put in before the first word spoken and after the last spoken word. They are always put in after the quotation mark. The spoken words can be at the beginning, in the middle, or at the end. Look at the example below:

"Have you finished your homework, Zahid?" asked his mother.
"I can do my work later," replied Zahid.
His father said, "You will not be allowed to go out until you finish your homework," and went out of the room.
Zahid was upset but he said, "Okay, I will finish my homework and then go."

Exercise 4

In the following exercise, the quotation marks are missing. Write down these sentences in your notebook by putting in the quotation marks. After you have completed, share your work with your partner.

1. We are going to be late for school, Amjad, said his sister.
2. The students stood up and said, Good morning, teacher.
3. The cleaner said, I have cleaned your yard, and then he went away.
4. The small child was crying, and kept saying, Where is my mother?
5. Come on in, children, said the gatekeeper, I am going to close the gate.

6. All the people were shouting, Pakistan Zindabad! We have won the match!
7. I have lost my car keys, said the old man. How can I start my car now?
8. Be careful! There are many bees flying here. They may bite you, said Zahra.

Exercise 5

Work in pairs and insert quotation marks, capital letters, full stops and commas In the following story, where required. Rewrite the complete story, with all the above additions, in your notebook. The first paragraph has all the punctuation marks.

Frogs

Once upon a time there was a bunch of tiny frogs who arranged a running competition. The goal was to reach the top of a very high tower. A big crowd had gathered around the tower to see the race and cheer on the contestants.

the race began no one in the crowd really believed that the tiny frogs would reach the top of the tower one person said oh way too difficult!

another one said they will never make it to the top

not a chance that they will succeed said an old man the tower is too high!

the tiny frogs began collapsing one by one however some of them kept their spirits high and continued climbing higher and higher the crowd continued to yell it is too difficult! no one will make it!

more tiny frogs got tired and gave up but one frog continued to climb higher and higher and higher this one wouldn't give up.

at the end everyone else had given up climbing the tower except for the one tiny frog who after a big effort was the only one who reached the top then all of the other tiny frogs asked each other how did this one frog manage to do it

Note for Teachers: Explain to the students that the closing quotation marks are always put after a punctuation mark, i.e. a comma, full stop, question mark, or exclamation mark.

a contestant asked the tiny frog how did you find the strength to reach the goal

it turned out that the winner was deaf!

the wisdom of this story is: never listen to other people when they are being negative or pessimistic because they take away your most wonderful dreams from you

always remember that words have power and everything you hear and read will affect your actions therefore always be positive have positive friends and listen only to positive people above all be deaf when people tell you what you can do and what you cannot do believe in yourself and always say with God's help I can do this.



Suffixes: Additional Practice

We sometimes add a pair or group of alphabets at the end of a word to add something to the meaning of a word. These are called suffixes. We can use suffixes to make many new words, for example, adjectives.

UNIT 8.3 LANGUAGE PRACTICE

Examples: fashion+***able*** = fashionable laugh+***able*** = laughable
noise+***less*** = noiseless power+***less*** = powerless

Exercise 6

A. Fill the blanks in the following exercise with adjectives formed by using the suffix 'able' with the appropriate given words.

punish comfort cure move wash

1. We needed space to do our project work so we moved all the ___________ furniture to one side.
2. When travelling, we should try and take easily ___________ clothes with us.
3. This is a very ___________ chair.
4. Non-payment of taxes is a ___________ crime.
5. We can recover from ___________ diseases quickly if we go to the doctor.

B. Fill the blanks in the following exercise by using the suffix 'less' with the appropriate given words.

use bone home taste job

1. This food is ___________ as compared to the food we had yesterday.
2. I asked my mother to buy ___________ chicken for the new dish that I wanted to try.
3. This fellow is ___________ as far as work is concerned.
4. Finally, I have found work after being ___________ for six months.
5. Many ___________ people sleep on the footpaths.

UNIT 8.4 WRITING

Writing an application

Exercise 1

Choose a profession from the list you made at the beginning of this Unit.3.1 Follow the given format and write a job application for it.

How to write a job application?

- Begin your application with the person's name and organization.
- Use formal language, brief informative sentences and short paragraphs.
- Check your spelling, grammar and punctuation carefully.
- Follow the format given below.

Date

Name of recipient

Designation

Name of Institution

Name of city

Subject: Write the relevant subject of the application

Dear Sir/Madam,

First paragraph	Mention how you came to know about the job position and why you want to apply for it
Second Paragraph	Who are you, what have you done and why you think you are suitable for this position
Third paragraph	Ask for due consideration of the application and request for a positive reply

Thanking You.

Yours sincerely,

Name of sender

Address of the sender

UNIT 8.4 WRITING

Exercise 2

There are three positions vacant in your school. Your brother/ sister wants to apply for one of these positions. Help them in writing an application for one of these positions.

After you have written the application, exchange your applications with your partner and give each other positive feedback. The positions are as follows:

1. Subject teacher
2. Laboratory Assistant
3. Secretary

Summarizing a Poem

Exercise 3

Read the following poem silently. Then discuss the story with your partner.

The Miller of the Dee
(*Charles Mackay*)

There dwelt a miller hale and bold,
Beside the river Dee;
He worked and sang from morn to night,
No lark more blithe than he,
And this the burden of his song
For ever used to be,
"I envy nobody, no, not I,
And nobody envies me!"

"Thou'rt wrong my friend!" said old King Hal,
"Thou'rt wrong as wrong can be;
For, could my heart be light as thine,
I'd gladly change with thee,
And tell me now what makes thee sing
With voice so loud and free,
While I am sad, though I'm the king,
Beside the river Dee?"

The miller smiled and doffed his cap;
"I earn my bread," quoth he,
"I love my wife, I love my friend,
I love my children three;
I owe no penny I cannot pay;
I thank the river Dee,
That turns the mill that grinds the corn
To feed my babes and me".

"Good friend!" said Hal, and sighed awhile,
"Farewell, and happy be;
But say no more, if thou'dst say true,
That no man envies thee.
Thy mealy cap is worth my crown,
Thy mill my kingdom's fee;
Such men as thou are England's boast,
O' miller of the Dee".

The meanings of the following words used in the poem are given in the glossary at the end of the book.

dwelt	miller	hale	bold	lark	blithe
burden	envy	thou'rt	thine	thee	doffed
quoth	sighed	awhile	thou'dst	mealy	boast

Exercise 4

After you have orally discussed the story, in pairs, write the story in your own words, on a sheet of paper. This will be a summary of the poem.

Follow the steps given below:

- Find out the meanings of unfamiliar words
- Look at the title of the poem to see what it is about
- Read each stanza slowly, at least a couple of times, and try to understand what it means
- Read the poem as a whole to get the main idea

UNIT 8.4 WRITING

- Now start writing the story
- Begin by giving the title of the poem and the name of the poet
- After this, write the key message of the poem
- Finally, write down the story in your own words
- You can use dialogues in direct speech

When you have finished, exchange your paper with another pair. Read each other's work and give critical feedback.

In the light of the feedback that you receive from the other pair, make the necessary changes, edit your work for spelling, grammar and punctuation errors and rewrite the corrected story in your notebooks.

Note for Teachers: After the students have written the story you can some of the pairs to come up and recite the poem and some pairs to read out their stories.
At the end, you can divide the class into four groups and ask each group to recite one verse of the poem each. Remind the students that they have already learn summary writing previously and do exercise 5.

UNIT 8.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Preparing, giving and evaluating presentations

In order to create and deliver simple presentations on various themes, problems and issues, here are some steps to follow:

- Brainstorm
- Identify theme and focus
- Structure ideas and arguments in a coherent logical fashion
- Support a subject or topic with effective factual information
- Develop and use cue cards
- Deliver the presentation

Exercise

Work in groups of three and prepare a presentation on the topic assigned to you by the teacher. After you have prepared it, decide who is going to deliver which part of it. Practice giving the presentation as a group before giving it in front of the class.

Here are the topics for the presentation:

1. The importance of female education
2. Drive Safety.
3. Punctuality in work and studies
4. Cleanliness: self and surroundings
5. The role that citizens can play in building a good society

Note for Teachers: Divide the class in groups of three. Number the groups from 1-5. Tell the students that all number ones should prepare their presentation on topic 1, all twos on topic 2, and so on. Tell them that they have 10 minutes to prepare.

Once the students are ready, ask each group to come up and give their presentation. Ask the rest of the class to listen carefully and evaluate the presentations, based on the given criteria. After each presentation, ask the students to give their opinion by raising their hands. For each item ask whether it was exceptional (very good), admirable (good), acceptable (average) or attempted (needed improvement). Ask them to their opinion by raising their hands.

UNIT 8.5 STUDY SKILLS

When each group gives the presentation the rest of the class should evaluate them on the following criteria.

Item	Exceptional	Admirable	Acceptable	Attempted
Topic and points clearly stated				
Organization of ideas				
Supporting details				
Body language (use of facial expressions, gestures				
Eye contact				

UNIT 8.6 FUN

Note: For having fun with language. Not to be formally assessed.

Acting out a poem

Work in groups of five and act out the stanza of the poem 'Daffodils' allotted to your group, in the form of a tableau. One student will read out the stanza and as s/he reads it the others should act it out. You have 10 minutes to prepare your tableau. Follow the steps given after the poem. The group that gives the best performance will be the winner.

The Daffodils

(William Wordsworth)

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.



Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of the bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company!
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye,
Which is the bliss of solitude;

And then my heart with pleasure fills,
And dances with the daffodils.

Here are the steps that you should follow:

1. Read the whole poem individually and then discuss how best you can act out the stanza allotted to your group.
2. Select one person from your group who will recite the stanza while the other four act it out.
3. Decide who will do what and quickly rehearse it.

Note for Teachers: Tell the class that a tableau is a kind of performance where the actors act out a scene without using words.

Divide the class into groups of five. Ask one member from each group to call out a number: 1, 2, 3, 4; again, 1, 2, 3, 4, until all the groups have called out one of these numbers. Tell them that the groups who called out 1 will do stanza number 1, those who called out number 2 will do stanza 2, those who called out 3 will do stanza 3, and those who called out 4 will do stanza 4.

Tell them to read the poem, discuss how they will act out their respective stanza, select the person who will recite it, and decide who will do what. After 15 minutes call up each group to come and perform in front of the class.

MODEL TEST PAPER II (Units 5-8)

READING COMPREHENSION

Read the following passage and answer the questions below:

Rice is a member of the grass family. Along with wheat and corn, it is one of the three crops on which human beings largely depend as food for survival. Rice is now one of the most important crops at the global level, as it is used as a staple food in most countries of the world and will continue to be so for the foreseeable future. In the coming 30 years, the world will require 70% more rice than that it requires today.

Pakistan is the world's 4th largest producer of rice. Each year, it produces an average of 6 million tonnes and together with the rest of the South Asia, the country supplies 30% of the world's rice. Rice is Pakistan's third largest crop in terms of area sown, after wheat and cotton. About 11 percent of Pakistan's total agricultural area is rice during the summer or "Kharif" season.

Most of the rice is grown in the fertile Sindh and Punjab region, with millions of farmers relying on rice cultivation as their major source of employment. Both provinces account for about 87 percent of the total rice production. Punjab is the biggest producer of rice in the country and contributes 58 per cent to the national production, while the provinces of Sindh, Baluchistan and Khyber Pakhtunkhwa (KPK) contribute 29, 3 and 10 per cent, respectively.

The major rice producing areas in Punjab include Gujranwala, Hafizabad, Sheikhupura, Sialkot, Wazirabad, Gujrat, Sargodha, Faisalabad, Kasur,Jhang, and Okara. In Sindh, Jacobabad, Larkana, Badin, Thatta, Shikarpur, and Dadu are important rice cultivation areas. District Nasirabad in Baluchistan and some parts of KPK also have rice producing areas. The "Kalar" bowl area, located between the Ravi and Chenab rivers in Punjab, due to its agro-climatic and soil conditions, is famous for producing Basmati rice. In Swat at high altitude

mountain valleys, the temperate Japonica rice is grown. In South KPK, Sindh and Baluchistan, the Irri type, which is a long grain, heat tolerant, tropical type of rice,is grown.

Among the most famous varieties grown in Pakistan, the Basmati is known for its flavour and quality. Pakistan is a major producer of this variety.The Basmati (Fine) type comprises 40% of all rice produced in Pakistan, while 60% of the rice produced is of the coarse types. Pakistan is a leading producer and exporter of Basmati and IRRI rice (white, long grain rice).

Rice ranks second among the staple food grain crops in Pakistan and its export is a major source of foreign exchange earnings. On an average the country produces around 6.0 million tonnes of rice annually and, after meeting domestic consumption of around 2.0 million tonnes, some 4.0 million tonnes are exported. The government should provide support to the rice growers and exporters and ensure that rice prices remain close to regional competitors.Growth of more and better quality rice and good government policies can help Pakistan compete in the world market and earn more foreign exchange.

Q.1. Read the text and complete the following sentences by selecting one option from those given.

A. The most suitable title for this passage is ____________

a. Rice is the staple food of the people of Pakistan
b. The future of the rice industry in Pakistan
c. Rice production in Pakistan
d. Pakistan is the world's largest rice producing country

B. Most of the rice in Pakistan is grown in ____________

a. Punjab and KPK
b. Baluchistan and Sindh
c. KPK and Sindh
d. Sindh and Punjab

C. Most of the Basmati rice is grown in an area that is located between the ________________

a. Chenab and Sutlej
b. Chenab and Beas
c. Chenab and Jhelum
d. Chenab and Ravi

Q.2. Read the text and fill in the following blanks.

a. The three crops used as food by people all over the world are: ______, ____________ and __________.
b. Basmati rice is famous for its _____ and _____, and Pakistan produces _____% of this type.
c. The three major crops of Pakistan are ________, ________ and _______.
d. Pakistan exports two types of rice; these are ________ and ________.
e. The total rice production of Pakistan, on an average, is _______ tonnes, of which the country uses ______ tonnes and exports ______ tonnes.

Q.3. The following statements are all incorrect. Read the text and write the correct statements.

a. Pakistan alone provides 30% of the world's rice.
b. About 10,000 farmers in Pakistan depend on rice growing as their source of income.
c. Punjab produces 87% of the rice produced in Pakistan.
d. Sindh accounts for 10% of the rice produced in Pakistan.
e. The government should ensure that rice prices remain close to international markets.

Q.4. Read the text and answer the following questions.

a. Why is rice one of the most important crops in the world?
b. Why is the Kalarbowl area suitable for growing the Basmati rice?
c. In KPK, which type of rice is grown in the high mountain valleys and which type is grown in the southern region?
d. What kind of rice is the Irri rice?
e. How can Pakistan earn more foreign exchange through rice?

UNIT 8.6 FUN

GRAMMAR

Q.6. Join the two simple sentences given below to form a compound sentence, by using and, but, because, as, so, as appropriate. You can use one word only once.

k. Sohail and Aslampractised a lot. They both got selected on the school tennis team.
l. Our house is very old. It is located near the new shopping area.
m. Sabiha was studying very hard. She wanted to get the first position in class.
n. Her aunt is a good doctor. She is also a good cook.
o. My uncle always comes to Pakistan in June. He loves the mangoes available here.

Q.7. Select the most appropriate synonym to complete the following sentences.

k) Everyone in the room was ________, only the baby was crying. (still, quiet, noiseless)
l) The ring that my aunt gave me for my birthday is made of ________ gold. (true, correct, real)
m) The sea is very ________ during the summer months. (disordered, violent, rough)
n) It is ________ that I reach the office on time every day as I want a promotion. (primary, important, significant)
o) He will be punished as his case is very ________ (weak, frail, fragile)

Q.8. Change the narration in the following dialogue.

a. "I hope that we get the bus tickets," said Daniyal.
b. "If we don't get the tickets we will miss the wedding," said Farhan.
c. "Oh! Here is father," said Daniyal.
d. "He has tickets for all of us!" said Farhan.
e. Salma said, "I wish we were going by train."

UNIT 8.6 FUN

Q.9. Fill in the blanks in the following paragraph using since/ for, as appropriate.

They have been living in this house __1__ fifty years. They have been living here __2__ his father was born. However, we have constantly been moving __3__ the last fifteen years, ever __4__ my father joined the army. It has been a long time __5__ we have lived in any place __6__ more than two years.

Q.10. Complete the following passage using the correct degree of the adverbs given. You can use each adverb only once.

quickly carefully well slowly hard probably

The team was getting ready ___1___ so the coach had to remind them to move ___2___ if they did not want to be late for the match. He also reminded them to work ___3___ than last time because the team that performed ___4___ would be the winner. The team knew that if the planned ___5___ they would ___6___ win as the two main players of the opposite team were injured and were not playing.

Q.11. Translate the following passage into Urdu / Sindhi.

The train left the station at two O'clock. All the children were very happy. They were going to Lahore for the first time. They wanted to see the Shalimar Garden and the Badshahi Mosque. They wanted to spend at least five days in Lahore, because there were so many places to see. They wanted to visit Minar-e-Pakistan on the Independent Day.

Q.12. Provide quotation marks in the following dialogue.

a. Have you finished your work, Zarina? said her mother.
b. No, replied Zarina. I still need to write an essay.
c. Well, hurry up, our guests will be here soon, said her mother.

UNIT 8.6 FUN

WRITING

Q.13. Write an essay on any ONE of the following.

a. The importance of computers in our lives
b. Pakistan needs highly educated people in the field of agriculture
c. A family wedding

Q.14. Write any ONE of the following.

a. Write a summary of the reading passage on Rice, given at the beginning of the paper.
b. Write an application to apply for a job of your choice.

UNIT 8.7 THE HEALTHY LIVING

Karim's grandparents were reaching the age of 80, but hardly looked a day older than 60. It was a family ritual to gather at his grandparents' house every Sunday and on public holidays. Karim really looked forward to the large gatherings when the house was brimming with young and old, 20 of them in all including his father and two uncles, their wives, Karim's aunty and uncle, and 10 cousins. He enjoyed listening to the conversations especially those led by his *Dada* while he would be sipping tea or munching on dried apricots, depending on the weather. The house was typically filled with a multitude of noises, discussions and arguments, sharing of stories and recipes, peppered by a background humming of TV, which was never watched but also not switched off.

On one such Sundays they were taking their usual seating spots, Karim’s younger cousin, Zainab excitedly asked to raise the volume of TV. Karim turned around to see what was coming on TV that made Zainab so excited, and found that it was a soap ad showing germs as monsters being fought by the soap. Karim laughed out loud and said, “Zainab, it is not real – they just want to sell their products. Make money. It is of no use.”

Zainab, who was studying in Grade 2, looked at Karim with a perplexed expression, as if deciding whether to stay quiet or speak up. After a moment or two, she mustered her courage and decided to speak her mind

Zainab: "Bhaiya, they came to our school told us how handwashing is extremely necessary to protect us. My teacher also showed us how to wash hands properly and the critical times when we must wash both our hands."

Karim laughed again and told Zainab she was being fooled. He added convincingly, "Believe me, just washing hands cannot protect anything or anyone in an environment full of germs and bacteria.Pollution is everywhere.”

Zainab now had a painful expression on her face, almost woefully she said, “But it does Bhaiya. Hand washing prevents from the direct transferring of germs into mouth, the germs that cause diarrhea.” She reluctantly paused and then added in a smaller voice,

UNIT 8.7 THE HEALTHY LIVING

"Can you imagine how unhygienic it will be if we don't wash hands after using latrine or before eating?"

Karim, a little annoyed with his little cousin, pushed on saying, "I am not saying handwashing, I am saying soaps are marketing gimmicks." To strengthen his case, he looked at Dada Jaan, and said, "when Dada was young, there used to be no soap. He didn't contract diarrhea. He is so healthy and is living a long life. Were their soaps to protect him?"

Zainab was embarrassed and decided to drop the discussion, although, she found it very hard to believe that all she learned at school about Water, Sanitation and Hygiene was a lie or just shared to sell soaps. She quietly resolved to ask her teacher for more information

By this time, everyone in the lounge was focusing on Karim and Zainab, and the argument they were having. To strengthen his case, he looked at Dada Jaan, and said, "when Dada was young, there used to be no soap. He didn't contract diarrhea. He is so healthy and is living a long life. Were their soaps to protect him?"

Zainab was embarrassed and decided to drop the discussion, although, she found it very hard to believe that all she learned at school about Water, Sanitation and Hygiene was a lie or just shared to sell soaps. She quietly resolved to ask her teacher for more information.

Dada seemed amused at the intensity of argument, rather than being perturbed. When Zainab stayed quiet for a while, he encouraged her to say more."Why quiet, Zainab?", he asked. "Why do you think the germs never attacked me even though we didn't use to have soaps in my childhood?", he completed his question

Karim looked quizzically at his grandfather, he was certain that he would also laugh at his tough question to Zainab. It was his turn to be perplexed because Dada was focusing on Zainab with a serious expression

Zainab got renewed confidence with her grandfather's interest in her views. She piped excitedly, "Dada Abba, there were other natural products used when soap was not invented or available widely. I am sure you used Phitkari (Alum), Haldi (Turmeric), Neem leaves or Camphor, all of these organic products are antiseptic and anti-bacteria. My teacher said it is only through hygienic practices that we can protect ourselves from harmful bacteria, which are everywhere."

UNIT 8.7 THE HEALTHY LIVING

Grand father looked very pleased with Zainab, and told her she was absolutely right and so was her teacher. He then turned to Karim, who appeared a bit chastised with the I nformative response of his 12-year-old cousin. "Beta Karim," said Dada in a polite and patient tone, "we should embrace the scientific advancements and benefit from them. It is a very good thing that Zainab's school is creating awareness about such critical issues. Do you know Diarrhea is one of the main causes of death among young children across the world? Of course, you are right about the contaminated water and pollution being the prevalent cause. Only 12% households in Pakistan use treated water. We must raise awareness about this and push for stopping the polluters, stricter regulations and law enforcement. At the same time, we cannot override the importance of safety measures that do not require government support or major legislations. Little acts of care will take us a long way – drinking boiled water, keeping our hands clean and germ free, making sure slums, villages, and marginalized community are aware of the harms of open defecation and how those germs get transferred into the body, all of these things will bring a major change in the attitudes and practices of everyone."

Karim was transfixed and admired his grandfather even more for his positive and constructive thinking. Like Zainab, he also resolved to learn more about WASH and do more to make his environment safe for children.

When should you wash your hands

- After using the bathroom
- After changing diapers or cleaning after a child who has goneto the bathroom
- Before and after eating or cooking food.
- Before and after tending to someone who is sick
- Before and after treating a cut or wound
- After coughing or sneezing
- After petting animals or touching any meat, poultry, etc.
- After handling garbage or animal waste
- After touching money

UNIT 8.7 THE HEALTHY LIVING

EXERCISE

Task 1:

Identify 7-10 adjectives and adverbs used in the text. Use them in your own sentences.

Task 2:

Based on the information shared in the textbook and using other resources, organize a declamation contest on one of the following topics:
- A hand washed is a life saved
- Water – it takes a community to save children
- Science and Tradition: can they be combined?

Task 3:

Talk to your parents, teacher, community members and if you have access to liberary or internet, use those sources as well to collect information on the following:
- What are the main sources of drinking water in your residence area/ neighborhood?
- How does water get contaminated?
- Are there any visible signs of water contamination or unhygienic practices near the source of drinking water? List them down.
- What are the common ways of purifying or cleaning water?

UNIT 8.8 YOU ARE WHAT YOU EAT

Abeera was eagerly waiting for winter vacations to begin. Her mother told her a day before that they would be attending her aunt's wedding in Karachi in the last week of December. She was excited to finally step out of her village in Shikarpur and go to the biggest city of Sindh,Karachi, famous for its lights, cityscapes and sea. Up until then, Abeera's exposure to Karachi was through TV dramas and advertisements, the prospect of travelling there filled her with positive anticipation. On the last day of school, she excitedly told her Class teacher, Ms. Seema, about her trip to Karachi. Ms. Seema smiled looking at her excitement and told her that she must share her travel experience with the whole class when she returns to Shikarpur

Abeera's time in the city passed by in a frenzy of activities. The wedding festivities, songs and dance, chatter and playing with her cousins, and abundance of food. Almost every day, she ate a meal which was cooked outside or all the young cousins went out to eat. Despite enjoying the company and wanting to have more fun, Abeera could not eat outside food anymore as she felt very sick and nauseous. She could hardly bear to see more oily, spicy and fried food. She was now yearning to go back to her home, sleep properly and eat home-cooked food. Come January, Abeera's travelled back to the village and Abeera got her heart's desire.

On her first day back at school, Ms. Seema asked her about the Karachi visit. Abeera literally burst out and complained about how she couldnot fully enjoy the experience because of her health. After listening to her account, Ms. Seema looked at her thoughtfully, and asked other students what in their view made Abeera feel sick.

Zain replied, "Teacher, it must be oil and spice."
Aisha added, "she ate food which was not home cooked."
Raheem also raised his hand and said, "Areeba's stomach got tired, she ate more food than what her normal diet was."

Ms. Seema smiled and said they pointed out at the right factors. She added that human body not only needs balanced diet but also a proper routine to function. Anything that disturbs the routine will take a toll on the body and mind, and stress can show in different forms.

Abeera said, "Teacher, home cooked food is balanced, right? We should only eat home cooked food."

To her surprise, Ms. Seema shook her head. Then she explained that balanced diet was a good combination of proteins, carbohydrates and fats, which must be consumed through healthy food sources. Ms. Seema said, "You must have read about food groups in your Science textbooks – vegetables and fruits, dairy, fibre, and meat and poultry. A balanced diet will include all food groups but some, like vegetables and fruits, should be consumed more frequently than meat or mutton."

Zain raised his hand and so did Abeera. Ms. Seema smiled and said, “We are running out of time so I will just take one last question. We should probably invite a health professional so you can get all your questions answered, but I will tell you where you can get more information on this.” Areeba and Zain both wanted to know what would happen balanced diet was not available to them.

Ms. Seema sighed, and said, "It results in food deficiency and malnutrition. Unfortunately, the damage varies depending on your age, gender and overall health condition." Looking at their perplexed expressions, she further explained, "Young children are most affected i.e. those in 0-3 years age group. They rely on the milk they get and how healthy their mothers are as they cannot eat roti. If the mother is not eating well, she will not be able to feed her child well. When they do start eating soft food when they are around five months old, their food intake ought to comprise all food groups. Malnourishment in early stages of childhood can lead to irreversible damage to physical growth, called stunting."

Just at that moment, they heard the peon ringing the bell. Class was over. Areeba protested because she had so many other questions. Ms. Seema promised that she would invite the Lady Health-worker and Doctor from District Head Quarter Hospital to the class. She encouraged them to read the health section of weekly newspaper to get more knowledge on health and nutrition.

Did you know?

5. 1 in 4 children in Pakistan of age 5 and below is stunted i.e. has low height for age. Sindh has a 45.5% stunting rate, higher than the national average.
4. Malnourishment in young people or adolescents (age 12-16) can cause mood swings, low energy, low blood pressure, and other physical and mental disorders.
1. Breakfast is the most important meal of the day for young adolescents. It replenishes energy quota in the body which is used up during sleep. Therefore, it must always be balanced with all the food groups present in it.
2. Eating a healthy breakfast is linked with improved brain function (especially memory), class performance and reduced absenteeism in school.

3. Best low-cost natural source of nutrition is Moringa tree, also known as Miracle, Drumstick tree or Sahajna in local language. Its leaves and fruits are high in vitamins, minerals, and protein. Adding moringa as regular food or drinking its tea helps reduce malnourishment.

EXERCISE:

Task 1: Explore the effects of stunting on young children by using resources available to you including local medical staff or doctor, internet, sciene textbook or other reading materials).

Task2: List down 5 idioms, similes, or phrases that have a food reference (e.g. Apple of one's eye.). Write down their meaning and use them in a sentence.

Task3: What is the place that you would like to go and visit. What would you like to experience over there? Make a 5 minute presentation in the class to share your plans.

Task 4: During school recess and closing time, go around and observe how many snacks are being sold by the vendors. Make a list of up to 10 food items and their prices. Ask the vendor what is the food item made of. For example, Samosa is made of flour, potatoes and oil is used to fry it.

Refer to your list and categorize healthy and unhealthy snacks. Discuss your list with your classmates. Together, identify two unhealthy snacks that are being sold around the school. Make a campaign poster to be displayed outside the school to display the harmful effects of eating those unhealthy food, also please suggest healthy alternatives.

Based on your research, write a letter to the editor on Healthy and Nutritious meals for School age children.

GLOSSARY

abundance	a large quantity
access	be within reach for use
accomplishments	achievements
acumen	the ability to understand things quickly and clearly
aggressive	likely to attack
air	the mixture of gases that all living things breathe
airs	showing-off manner
alliance	a kind of working relationship
analogies	similar families / condition between two things.
ancestors	family members who were before the grandparents
ancestral roots	place where forefathers lived
anecdotes	short, amusing, real stories.
antibodies	substances in the blood that fight against diseases
arm	shoulder to the hand part of the human body
arms	weapons, e.g., guns or explosives
arrogant	behaving in a proud manner
aspects	particular parts or sides
aspirations	strong desires
astray	away from the correct path or direction
attain	succeed in getting
awhile	for a short time
backdrop	background
beetle nut	a hard small nut that people in some parts of the world chew
beware	be careful
bitter	feeling great dislike or anger
blessed	fortunate
blithe	without cares and worries
boast	source of pride
bold	confident and brave
borne	put up with
break of day	dawn
burden	main part

calligraphy	artistic handwriting
capture	get control over something
character	qualities that people show in their behaviour
characters	persons in a novel, play, etc.
chills	feeling of coldness
clarification	make something clear and easy to understand.
clot	a lump formed in the blood, which stops or disturbs the flow of blood
collapse	to sit or lie down and relax, especially after working hard, etc.
compile	to collect information together
commences	begins
commuting	travelling from one place to another
complaining	saying that one is feeling pain or is not happy or satisfied with something
compromised	adversely affected
consolidated	made secure or strong
constipation	not able to discharge solid waste from the body
consult	go to someone for advice
contact	touch in some way
contagious	a disease that can spread by touch
contribution	time, money, effort or skill given for a cause
count on	depend on/ consider
credit	sell something for which the buyer pays later
culminating	resulting in achieving what is wanted
cunning	clever at cheating people
custom	a traditional and usually acceptable way of behaving or doing things
customs	the government department that collects taxes on goods brought in from other countries
departed	left
desperately	very much
destitute	very poor/ not having any money
determined	not changing a decision once made
devastation	great destruction or damage
devices	things used for a particular purpose

devotees	people who have faith in a particular religion or religious person
discover	find out
discrimination	different treatment for different people
disorientation	loss of sense of direction
display	to put up something in a place where people can see it easily
distanced	taken away
distinction	difference
doffed	took off his hat in respect
dwelt	lived in or at a place
dynamic	having a lot of energy
dysfunction	problem in the working of some part of the body
elegance	attractiveness
elegant	attractive
embodiment	solid form or shape
enthusiasm	a strong feeling of excitement
envisioned	imagined as a future possibility
envy	the feeling of wishing to have what somebody else has or to be like somebody else
equitable	fair and just
evaded	did not come within reach
expel	take out
fatal	causing or ending in death
force	the strength or power of something
forces	an organized body of armed and specially trained people
foremost	leading
frequently	very often
glanced	gave a quick look
glass	a container used for drinking something
glasses	a pair of lenses in a frame that rests on the nose and ears
gossips	stories about other people's lives
grandeur	great and impressive appearance
grateful	feeling thankful for something
grief	deep sadness
guiding principles	rules that set the direction one takes

hale	strong and healthy
harmony	understanding and accepting each others' thoughts and feelings
havoc	great damage or destruction
homage	something said or done to show great respect
hospitality	treating guests in a generous and welcoming manner
hosted	organised an event
hypocrites	people who pretend to be what they are not
identical	the same
immune	cannot be harmed by a disease because the body has developed the ability to fight it
impartiality	not favouring any one person
implementing	putting into effect
impressive	worth admiring
inflammation	a condition in which a part of the body is red, swollen and sore
insignificant	unimportant/ having no value
inspired	to develop a feeling or aim in someone for doing something
intense	very great or severe
intonation	use and fall of the voice in speaking.
irrigation	supplying water for the growth of crops
lark	a small brown bird
legitimate	according to the rules and laws
longing	deep felt wish/ desire
manner	the way in which something is done
manners	polite social behaviour
mealy	shabby
meritocracy	giving awards and positions to people according to their capabilityand performance
migrate	to move from one place to go or live in another place
miller	a person who owns or works a mill for grinding corn
moth	a flying insect that is attracted to light
mystic	a person who has spiritual power due to nearness to God
nausea	a feeling of wanting to be sick
navigation	directing a ship or other vehicle for reaching a place

omnipotence	having total power
opinions	thoughts and ideas
oral traditions	information passed by word of mouth from one generation to the next
pagans	people who do not believe in any of the main religions of the world
parasite	an animal or plant that lives on or in another and gets its food from it
philanthropist	a person who supports good causes, especially by giving money
piety	strictly following the teachings of one's religion
pluralistic	different groups of people living together in peace
polarization	separation into two opposite groups
pondered	think carefully for a long time before deciding
pose	pretend
predicate	a part of the statement that says something about the subject.
preoccupied	not paying attention because thinking or worrying about something else
prevailed	widespread
principle	a rule for behaving in a certain way
prohibited	did not allow doing something
pronounced	very noticeable
proponent	a person who supports a cause
quest	search
quoth	said
realize	to make one's dreams, ideas, plans, etc. happen
recall	remember
reciprocal	act the language according to the situation
recognition	officially recognising somebody's ability or achievements, often by giving an award
rehearse	to practise privately what one is going to say or do
release	let go
relevant	______________________________
reluctantly	unwilling, therefore slow to act, agree, etc.
renowned	famous

replaced	taken the place of
respiratory	breathing related
restless	unable to stay still or be happy where one is
retain	hold back
reverence	a feeling of great respect and admiration
saliva	liquid produced in the mouth that helps one swallow and digest food
self-respect	having a sense of pride for being/ having something
self-sufficient	have enough to meet one's needs
shabby	in poor condition through much use or being badly cared for
shrewd	clever
siblings	brothers and sisters
sighed	took a long deep breath
sight	a person or thing that looks bad or untidy
sights	the places of interest, especially in a town or city, that are often visited by tourists
simultaneously	at the same time
sparkling	shining
spectacle	the happening of something that is not accepted as normal
spectacles	glasses worn to improve a person's sight
splendour	grand and impressive beauty
stagnant	standing in one place, not flowing or moving
steadfastness	firmly staying on one path
straightaway	immediately
structures	things made of several parts
sufferings	people having physical or mental pain
superiority	to be higher in rank or position
supplication	humble request/prayer
supportive	giving help and sympathy
surplus	more than the amount needed
tamed	made easy to control
tender	kind, gentle and loving
thee	you
thine	your
thou'dst	you would

thou'rt	you are
tireless	working without showing any signs of being tired
transform	change into something else
transfusion	putting of one person's blood into another person's body
transmitted	to pass something from one person, place or thing to another
undesired	unacceptable/ unwelcome
unified	linked people together
universal	applicable to or done by most people in the world
unparalleled	so great that there is nothing else like it
utensils	pots, pans, etc. used for cooking or serving food
versatile	moving easily from one subject, skill, or occupation to another
victimization	unfair suffering
voyages	long journeys by sea
weathered	brown, rough and lined or damaged skin because one has spent a lot of time outside in the sun and wind
wood	material made from the trunk and branches of a tree
woods	an area of land, smaller than a forest, covered with growing trees